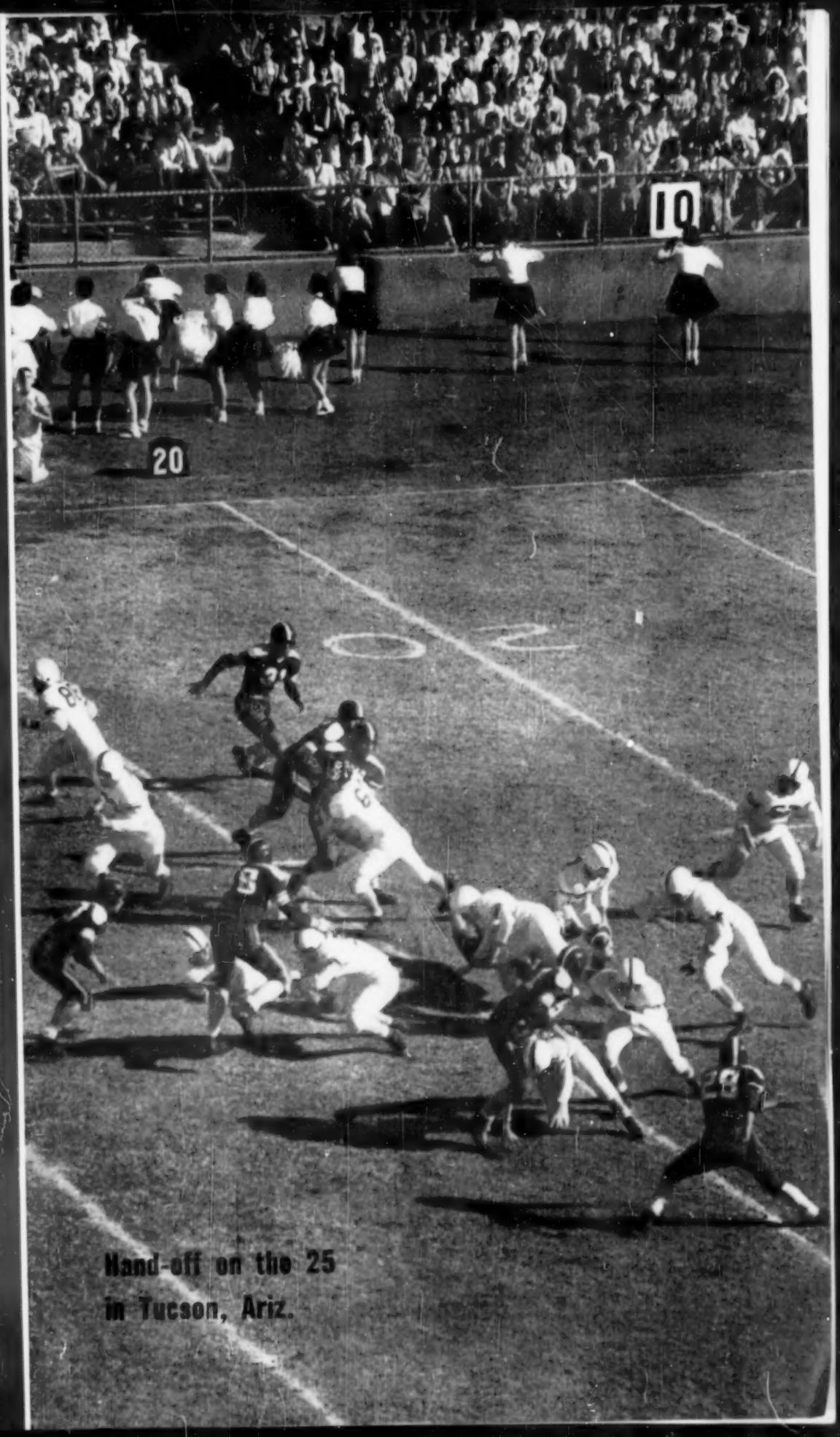
SCHOLASTIC COACH

SEPTEMBER 1960 • 35¢



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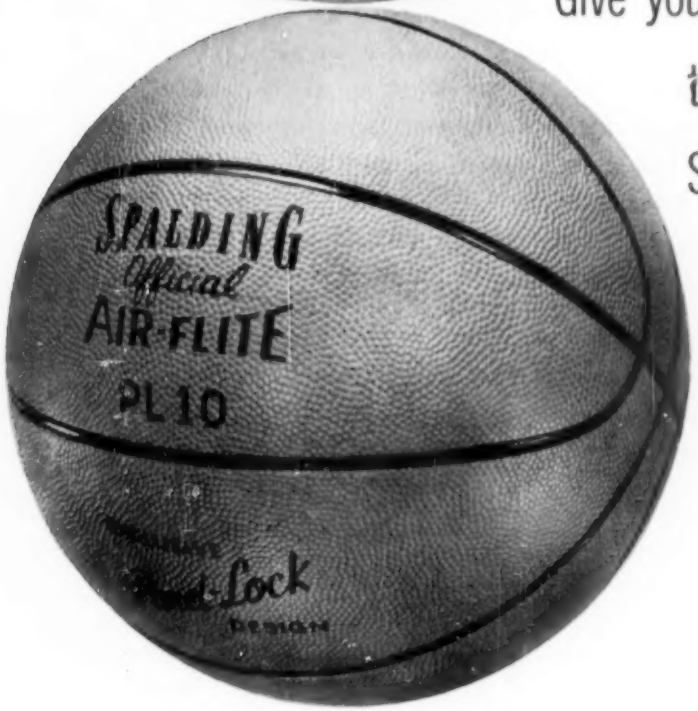

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SCHOLASTIC COACH

Reg. U. S. Pat. Off.

VOLUME 25 • NUMBER 1 • SEPTEMBER

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Cover photo: Scholastic-Ansco Photography Awards, Sports, by Warren Leddell, Tucson (Ariz.) H. S.

Publisher • G. HERBERT McCRACKEN
Editor • HERMAN L. MASIN
Advertising Manager • OWEN REED
Art Director • MARY JANE DUNTON

SCHOLASTIC COACH IS ISSUED MONTHLY TEN TIMES DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC CORPORATION, M. R. ROBINSON, PRESIDENT, PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.

ADDRESS ALL EDITORIAL AND ADVERTISING COMMUNICATIONS AND ALL CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 33 WEST 42 ST., NEW YORK 36, N. Y.

SUBSCRIPTIONS FOR THE UNITED STATES, $2 A YEAR, CANADA, $2.25. FOREIGN, $2.50. BACK ISSUES: CURRENT VOLUME, 25c; PREVIOUS VOLUMES, 50c.

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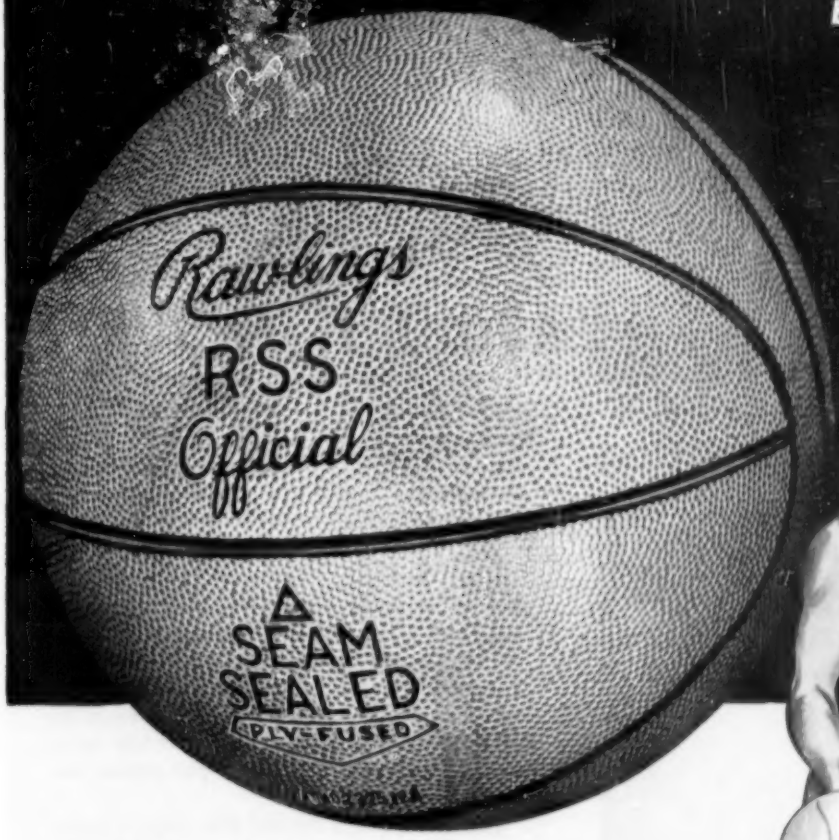

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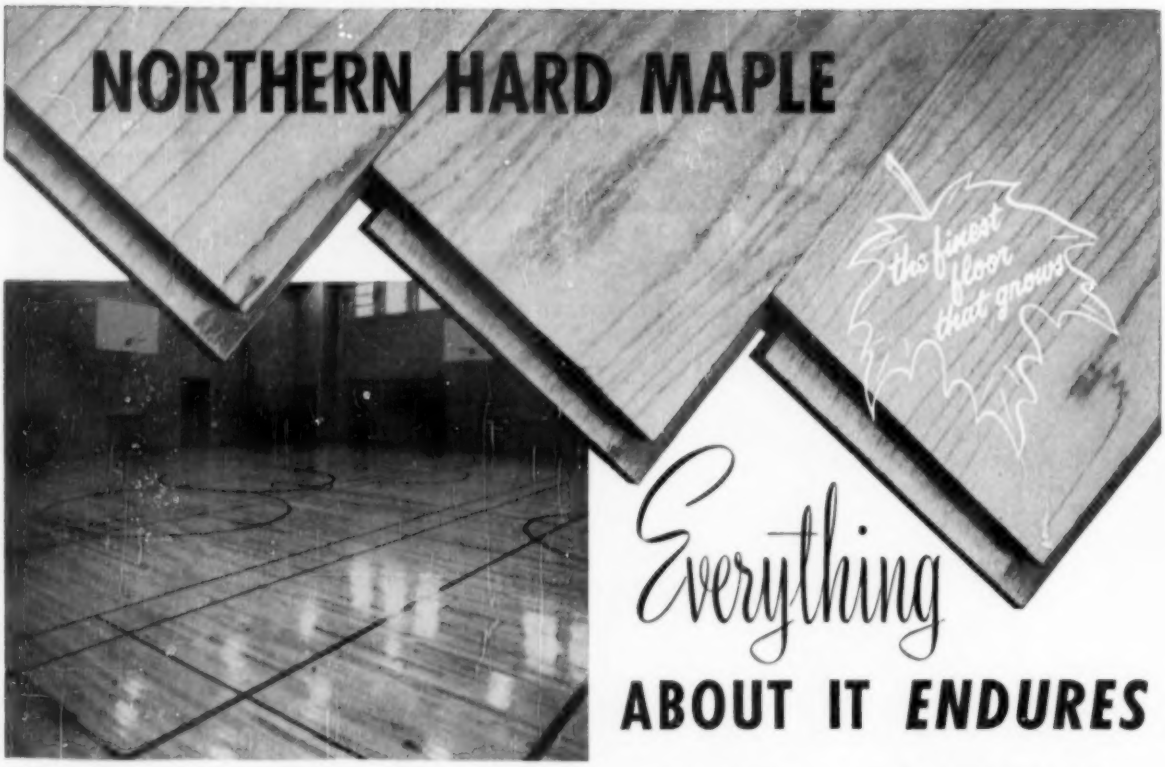

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Here Below

Knights in shining helmets

THE most stunning upset of the 1954 football season appeared in the making. A journeyman TCU club had the powerful Oklahoma Sooners on the run, and another touchdown would put the game on ice.

Ronnie Clinkscale, the TCU quarterback, faded back and uncorked a long pass to his left halfback, Ken Wineburg. Angling into the end zone at top speed, Ken lunged forward and caught the ball, tumbling to the ground with two Sooners on top of him.

The nearby field judge immediately signaled touchdown, and the big TCU rooting section went into a frenzy. But, wait . . . the head linesman who had been across the field was charging over and making sweeping gestures with his arms. He was ruling the pass incomplete!

The happy roar of the crowd changed to a groan and then a menacing rumble. Johnny Crouch, TCU captain, made a dash for the head linesman. "How could you call the pass incomplete," he demanded, "when you were on the other side of the field?"

"I'm sorry, Johnny," replied the official. "But I saw the ball pop out of Wineburg's hands and hit the ground."

A wild rhubarb appeared imminent—until halfback Jimmy Swink and several other TCU players took their captain aside. "Johnny," they said, "the head linesman is right. The ball did bounce out of Ken's hands."

Captain Crouch didn't hesitate an instant. He turned to the head linesman and said, "You called the play right, sir."

That decision cost the Horned Frogs the upset victory of the year, for they went on to lose by a scant five points.

As the 1955 season gets underway, it's doubtful whether a handful of people could recall the sporting gesture made by the Texas Christian team. Or any one of the hundreds of similar sportsmanlike episodes over the past few years.

But let an over-heated Oklahoma A. & M. player toss an elbow at a Drake halfback or a resourceful Notre Dame team "Bernhardt" a couple of fake injuries—and the incident will be blazoned in headlines and never be forgotten. To paraphrase the Bard: Whereas the evil that football players do lives long after them, the good is oft interred with their broken bones.

You can bet your raccoon coat against an old sock that the blue noses who lurk in the tall grass panting for a chance to holler "Football is hell!", will cover their gimlet eyes whenever the quality of mercy is exhibited on the gridiron. And yet these outstanding exemplifications of sportsmanship outweigh the less savory type at least fifty to one.

The fact remains that the great majority of football players are solidly decent kids who are capable of heart-warming impulses even while in the throes of great physical and mental travail. Somehow, though, the people who are so ready, willing and able to make headline capital of gridiron "savagery" are never around when this type of sportsmanship is exhibited.

SHAW ENOUGH

In the 1953 Oregon-Southern California game, for example, George Shaw, the Oregon All-American, demonstrated the type of decency that is typical of most players and yet seldom finds its way into print. A Trojan guard had been knocked groggy and lined up for the next play in a haze. Nobody noticed him but Shaw, crouched over center in his T-formation quarterback stance.

Now that's just the situation that quarterbacks are supposed to exploit—weak links in the opponents' defense. It's smart football to quickly launch a play at that spot. But Shaw's reaction was automatic—automatic, that is, for a player of his class. He immediately called time.

"Better get that player out of there," he informed Referee Jack Sprenger. "He could get hurt."

As you can see, Shaw didn't acquire his nickname of "The Magnificent" for his quarterbacking alone.

QUALITY OF MERCY

The same quality of mercy was exhibited by Don King, Clemson quarterback, in the Wake Forest game that same fall. In the third period, Sonny George, the Wake Forest quarterback, suffered a hobbling leg injury. During the time out for repairs, Don King was observed speaking to him.

When play was resumed, King called the Clemson team together and said, "Fellers, George has been hurt. If you have to hit him again, hit him high. We don't want to hurt him badly."

It doesn't take much insight to realize that Don is a King in more ways than one.

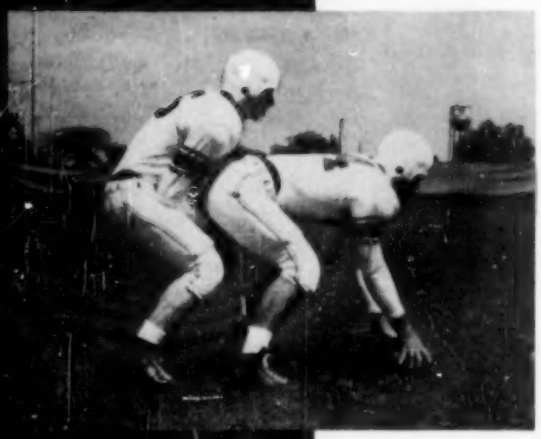
An isolated incident, the blue nose will claim . . . football players aren't really built that way . . . they never stay the swift lightning of their blocks and tackles. Oh, yeah? At least two episodes involving the same humanistic principle could be cited..

The first one occurred in the 1915 Army-Notre Dame game. At center for the Fighting Irish that day was Pepper O'Donnell, who was later to become president of Notre Dame. O'Donnell entered the game with three smashed ribs.

Just before the opening whistle,

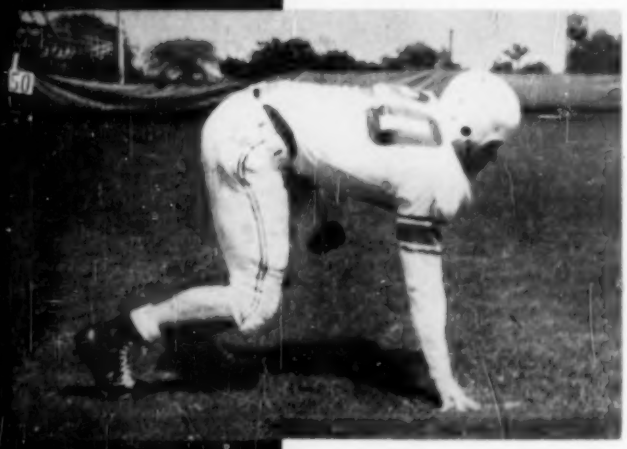
(Continued on page 74)

*Medart Telescopic Gym Seats are fully protected by U. S. Patents



Quarterback-center relationship

Upright fullback stance



The halfbacks' sprinter stance

By BUD WILKINSON

Demonstrated by Eddie Crowder, Merrill Green, Leon Heath, Tom Catlin, Buck McPhail, J. D. Roberts, and Jack Santee

Running the Oklahoma Split T

THE basic concept of the Oklahoma Split T attack involves the integration of three fundamental principles: (1) maximum speed, (2) straight-ahead thrusts over a broad area, and (3) faking at the line of scrimmage.

The splits in the line are set up with the idea of spreading the defensive linemen. If the opponents spread with us, they'll create large gaps through which we can easily run. If they don't spread, they'll afford good blocking angles for our offensive linemen.

Our linemen are given a great deal of latitude in splitting out. They start from a set-up in which the guards are split 1′ from the center, the tackles 2′ from the guards, and the ends 3′ from the tackles. But as the game develops and each man learns more about his opponent, he can vary his split to suit the situation.

The halfbacks usually line up behind the tackles, while the fullback sets up back of the quarterback. Their depth depends upon their speed. Slow men set up closer to the line than fast men. This is necessary to assure good timing on the hand-offs. As a rule, you'll find the backs anywhere from 3½ to 4 yards behind the line.

The spread between the half backs is often as much as 7 yards. That means we can hit any point in this 7-yard area with a straight-ahead smash. We hit with maximum speed and do all our faking where it can do the most good—at the line of scrimmage.

Since our backs do all their faking at the line of scrimmage, our offensive linemen must clear out quickly. The lineman's stance must thus enable him to drive *forward* at top speed. That's all we're interested in, and the stance is especially adapted to this purpose.

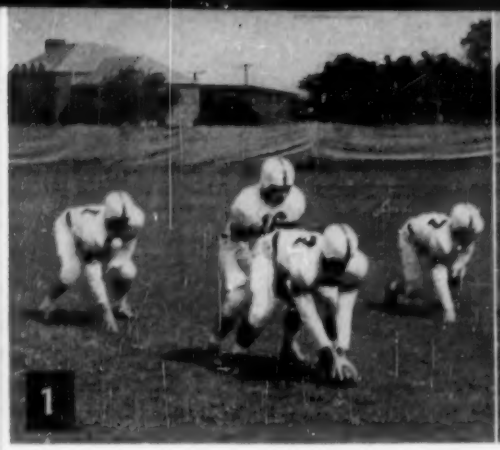
THE LINEMAN assumes a high stance with his hips as high as his shoulders and his back parallel to the ground. The shoulders are kept square to the line of scrimmage, and the head and eyes are kept up.

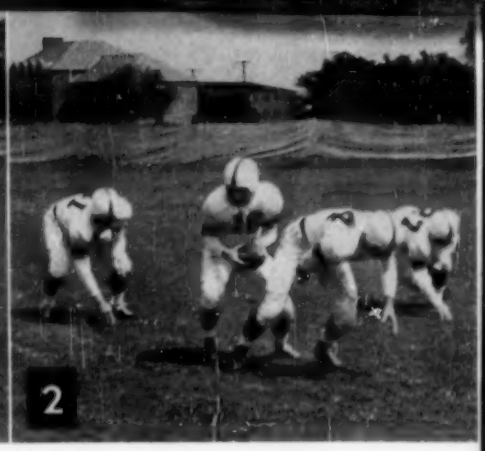
The legs are flexed at the knees, with the feet fairly close together and one foot ahead of the other—the toe of the back foot being on line with the instep of the other. The hand opposite the front foot is

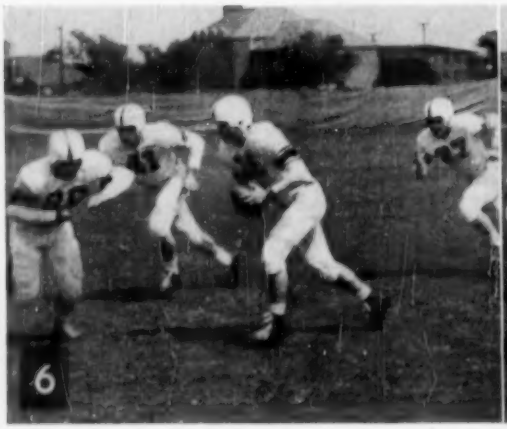
(Continued on page 92)

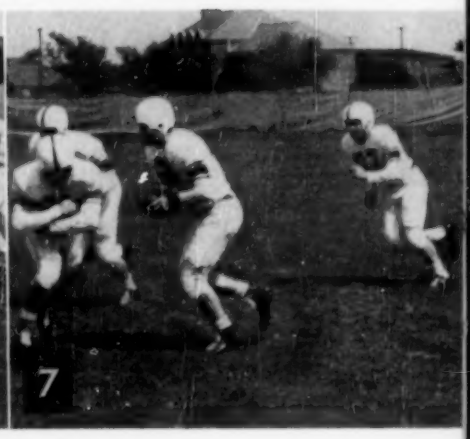
KEEP

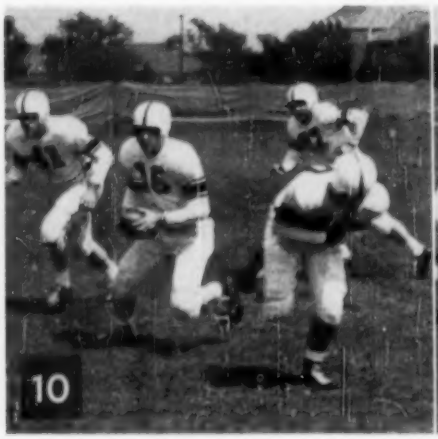
The qb concentrates on the defensive end from the moment he gets the ball from center. He takes a step up and out and moves straight down the line of scrimmage, as though to hand off to the halfback. He doesn't bother with faking—this responsibility rests entirely with the halfback. The qb simply focuses on the defensive end. He holds the ball in both hands, carrying it at the height most natural to him and swinging it from side to side. The halfback looks at the ball, fakes reception, and drives hard into the hole. The fullback starts for a spot two yards in front of where the defensive end is lined up, and runs directly over this spot. If the end is standing on the spot, he runs over him. If the end is inside the spot, the fb continues through it and downfield for the defensive half. Actually, the fb seldom blocks the end. The qb eliminates him with good ball-handling. The far halfback comes around as fast as he can, running a course 4½ yards behind the line—making it impossible for the defensive end to cover both he and the qb. If the end floats, the qb fakes a lateral, planting his right foot, and then drives off this foot and moves straight up the field.

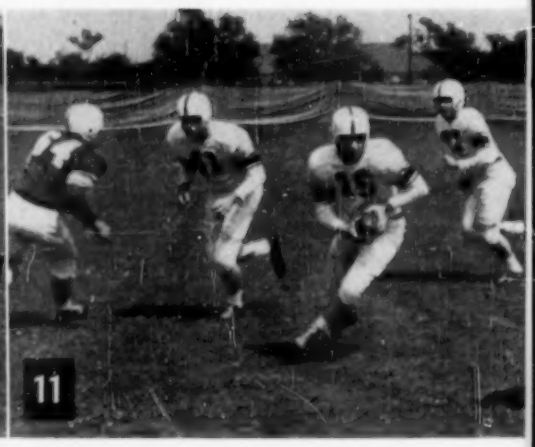






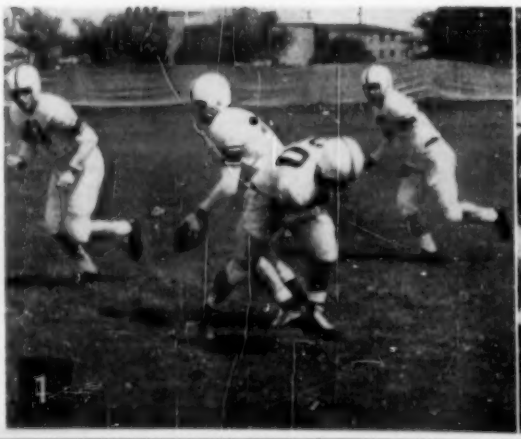


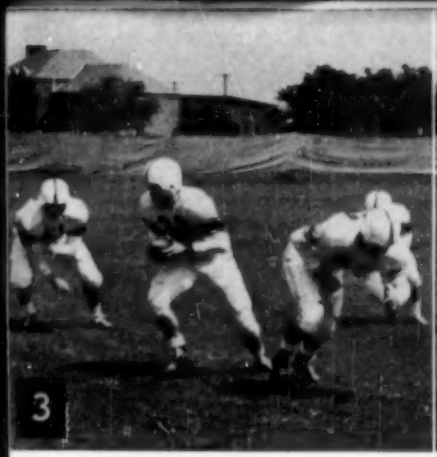




LATERAL

If the defensive end crashes, the qb laterals a high, lazy pass back to the hb coming around. This pass is thrown blind, without looking back. It is delivered with a simple wrist flip, end over end, with little or no arm movement. If not tackled by the end, the qb should always try to get ahead of the ball-carrier.

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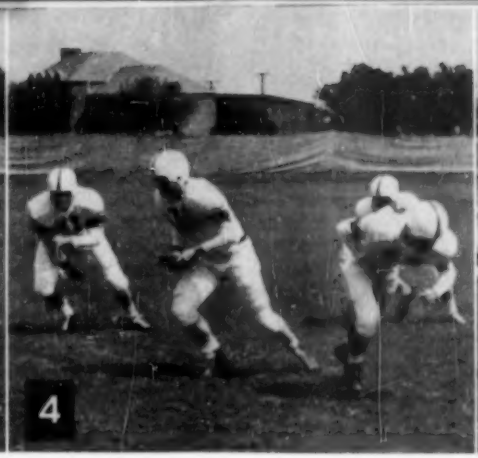
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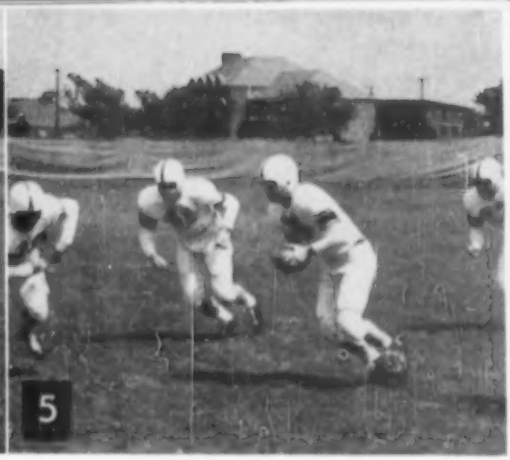
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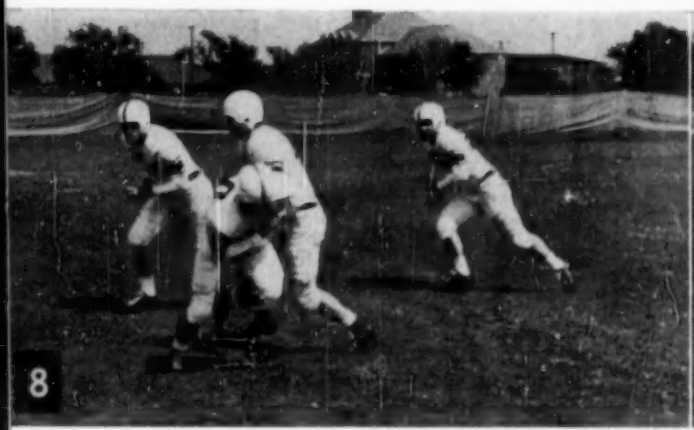
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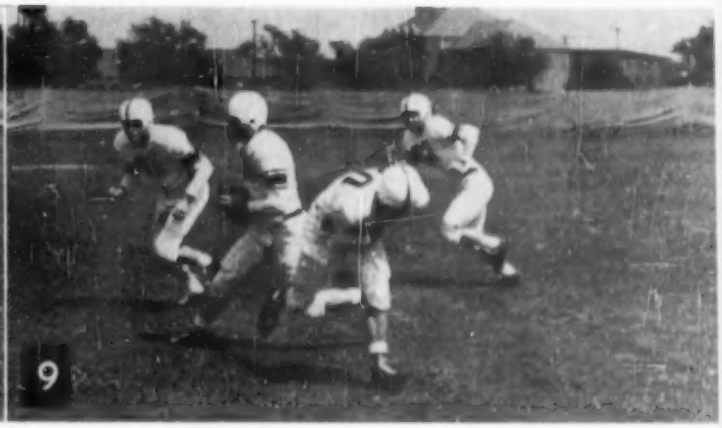
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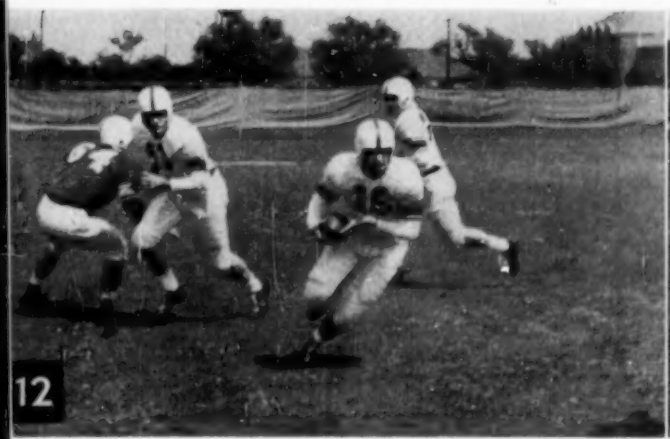
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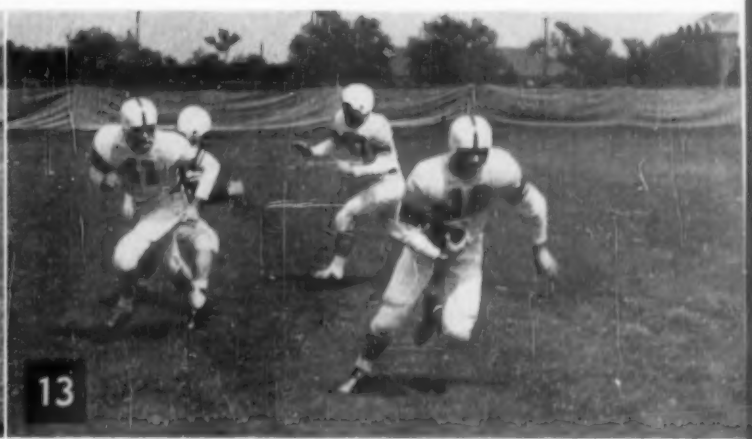
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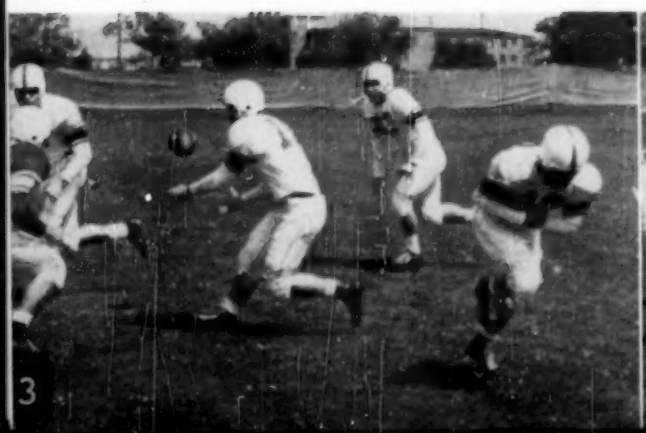
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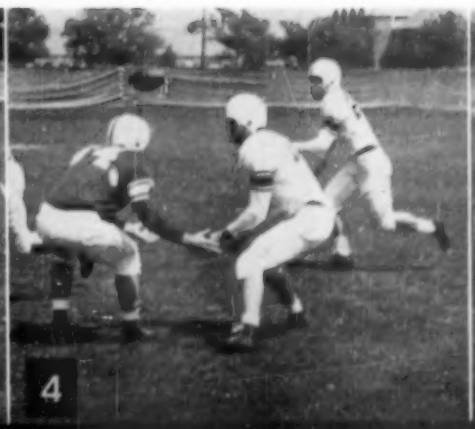
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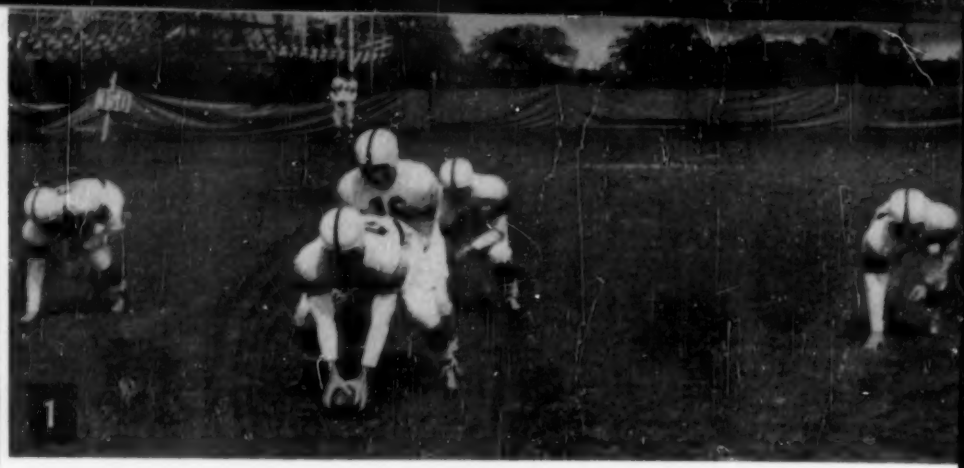
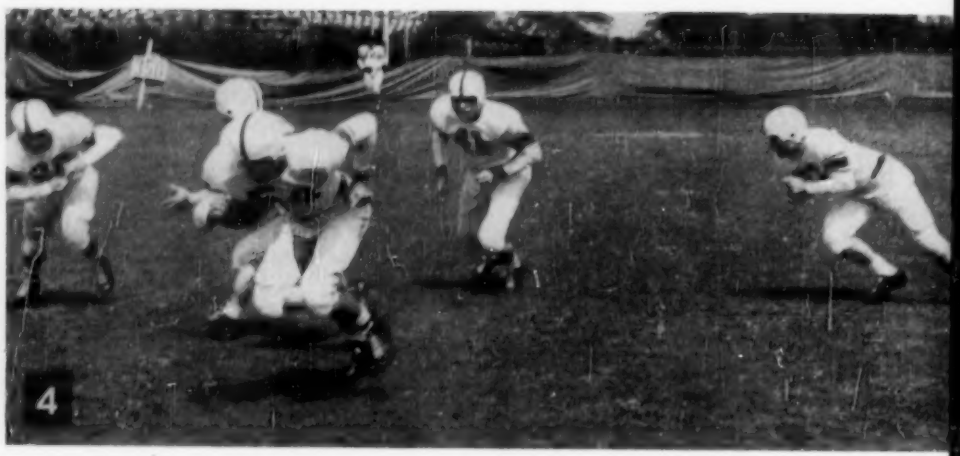
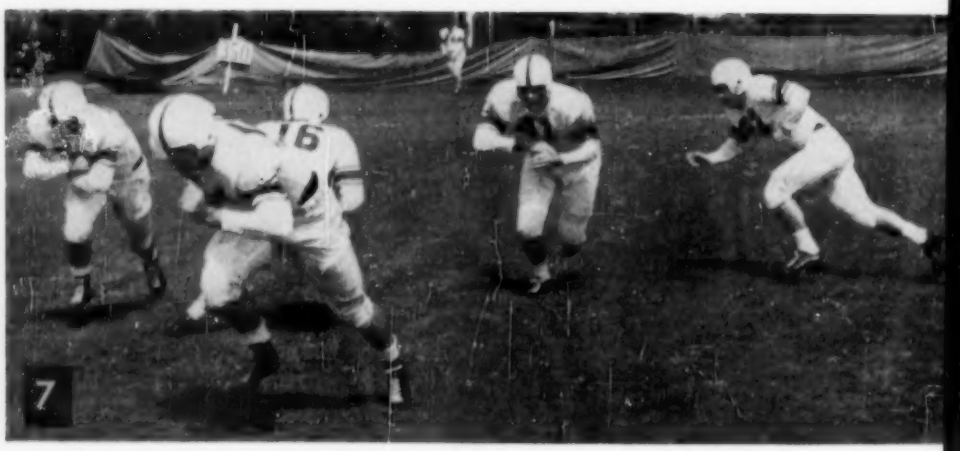
5

COUNTER

THE qb gets the ball as usual and takes his normal first step up and out. His second step is about a foot shorter than usual. As his left foot strikes the ground, he reaches out with his left hand into the stomach of the faking right half. He then pivots on his left foot and steps back toward the center of the line with his right foot, making about a 200° turn—enabling him to make the handoff on the scrimmage line. He then places the ball on the pelvis of the fullback who hits in with his inside right elbow up. After handing off, the qb moves about six yards back at about three-fourths speed and fakes a pass. The fb fakes to the right at the snap, looking directly at the sideline while making a short jab step with his right foot. He then starts directly at the left leg of the center. Upon reaching the hand-off area, he prepares his hands in the fashion of a hb on a handoff play. He does not look at the ball, but watches the blocking. The right half makes the same hard fake he always makes when not getting the ball. He must hit hard enough and drive through with enough power to screen both the defensive tackle and linebacker from the ball-carrier.

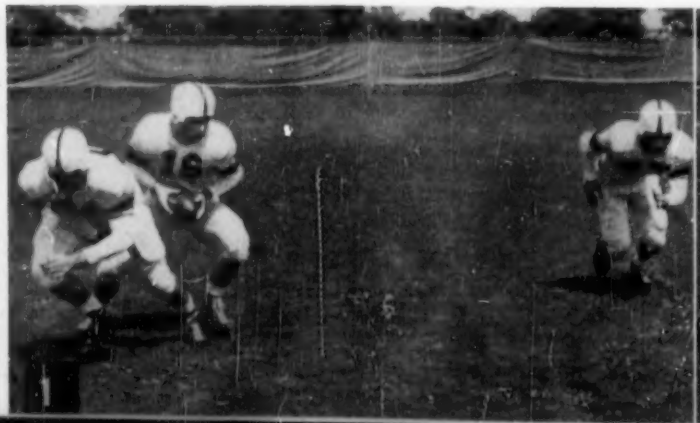


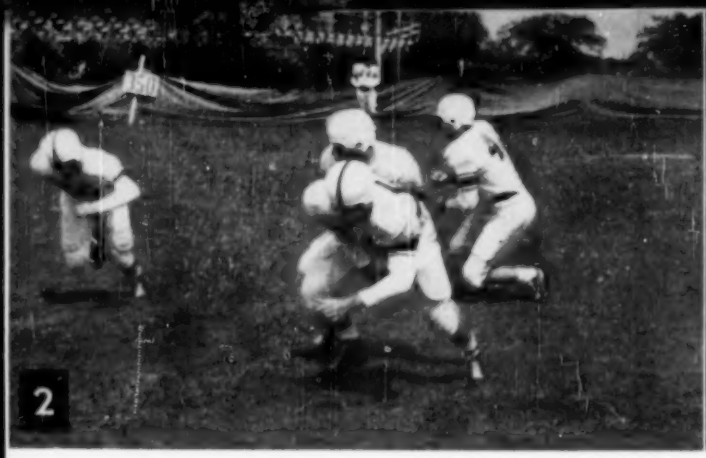




HAND-OFF

AFTER taking his first step up and out, the qb takes a long second step, concentrating on the far pelvis of the hb. As his foot comes down, he extends his arm fully. He places the ball on the receiving spot, then takes two more steps along the line. The hb takes the ball without looking at it.

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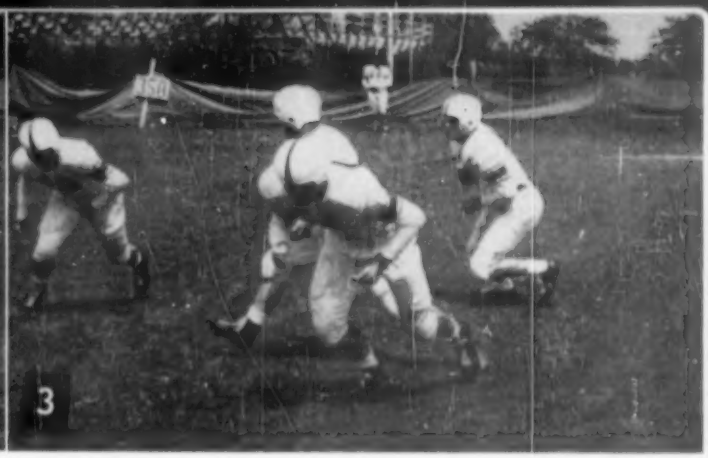
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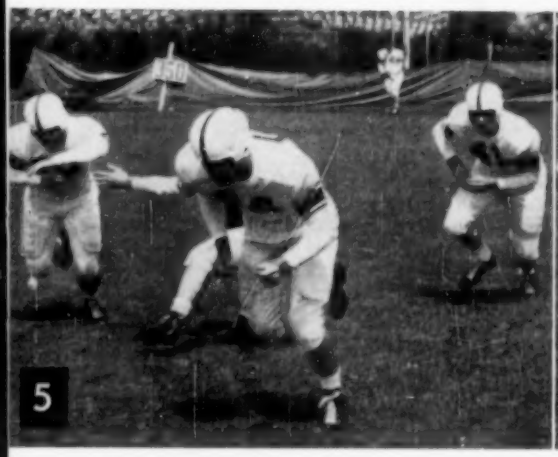
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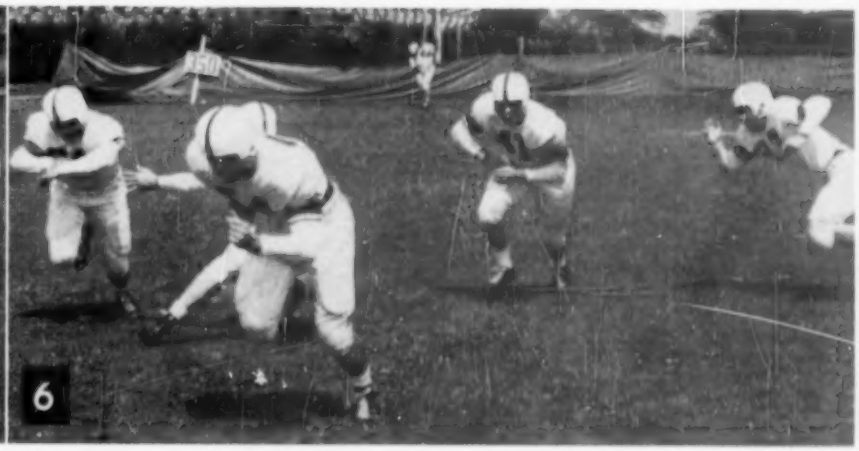
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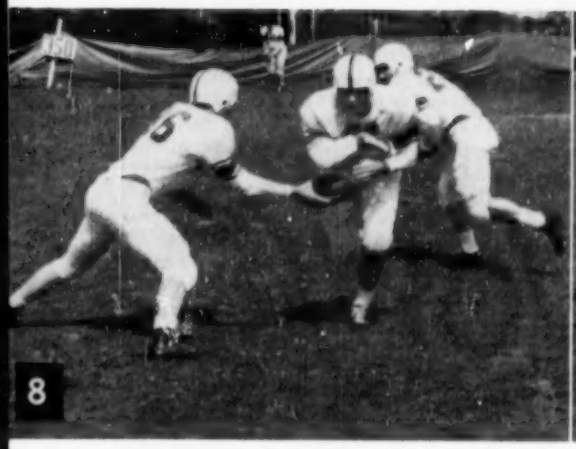
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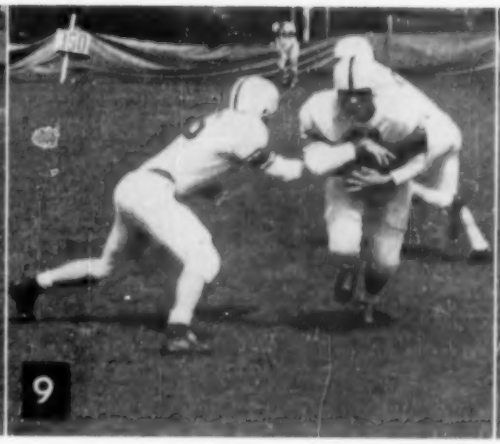
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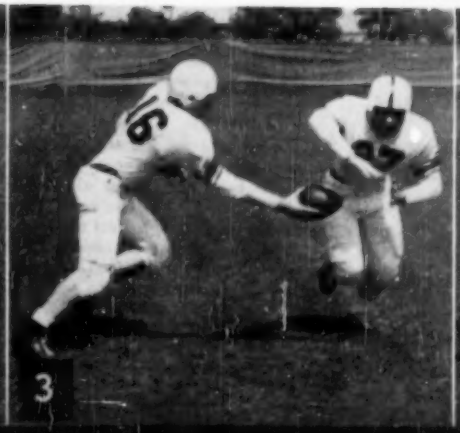
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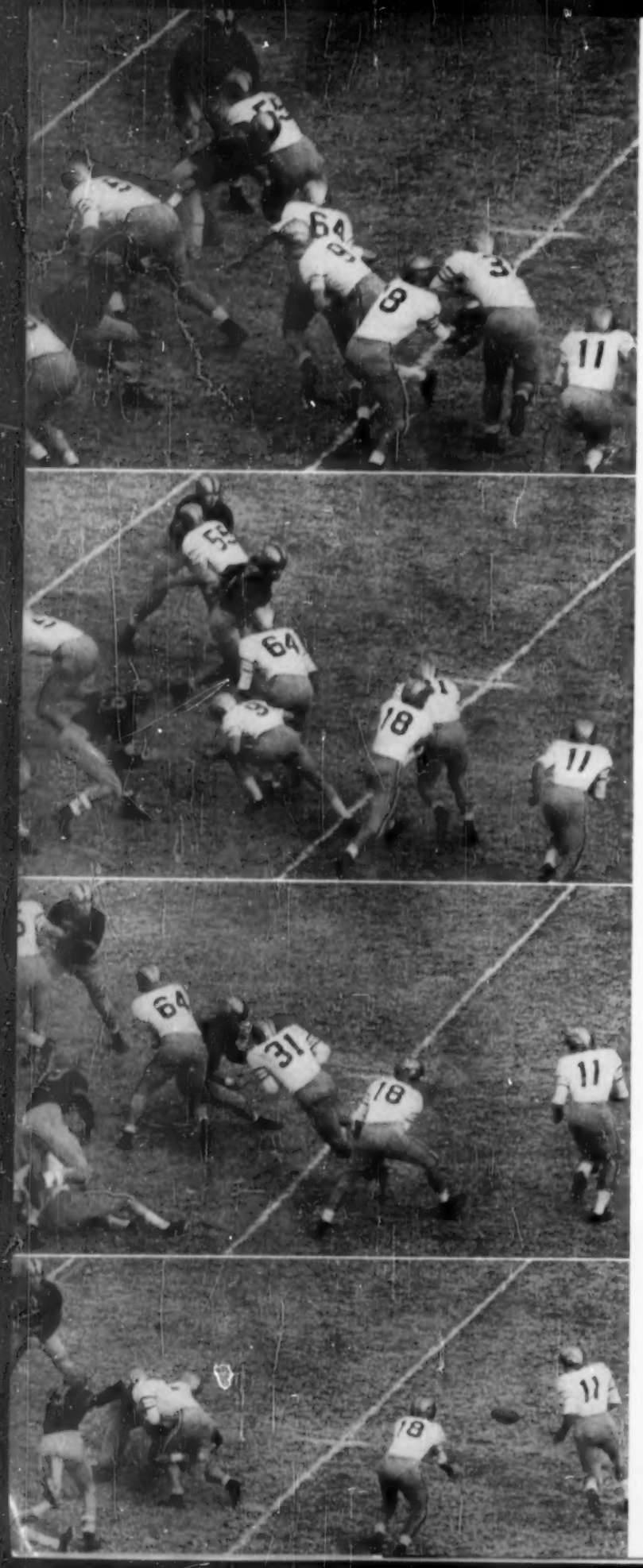


INSIDE

THOUGH Georgia Tech has gained considerable renown for pioneering the Belly Series, I'd like to emphasize that the play was not invented by us. The first team I saw use it was The College of the Pacific with Eddie LeBaron as quarterback.

We liked the way he rode the ball in the stomach of a back, and have tried to incorporate this idea into all our plays where we fake to one back then hand off or pitch out to another.

We all realize that the ball is a great magnet, and that the defense will react to the spot where they see it. Therefore, riding the ball with the back for a few steps will draw the defense toward that area and thus expedite the offensive blocks.

Everyone in our area is now running some form of the belly play, and I'd like to point out that there's no one way to run it. Its application should depend upon both the type of personnel and the offense used, e.g. whether your quarterback is a good runner and whether or not you pull guards or employ mostly straight-ahead blocking.

Because the Belly Series constitutes about 75% of our offense, we've designed various blocking assignments for the line that enable us to effectively meet the varying defenses we see from week to week. We use the Belly from regular formation and with various flankers. We study the opponents' defensive strategy and then decide from which formation and with what type blocking to attempt the play.

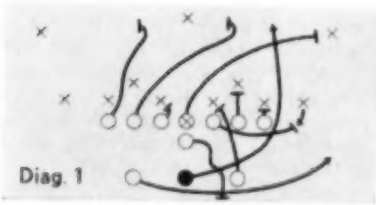
PITCHOUT OPTION in the Belly Series, as run by Georgia Tech in an actual game. After faking to the rh, the qb extends the ball into the fb's stomach (No. 1). He rides the slanting fb momentarily (No. 2), then pulls out (No. 3) and pitches to the lh coming around (No. 4). The qb-fb fake is a thing of great beauty. The defensive end, who actually tackles the fb, and the corner linebacker are thoroughly fooled—as you may note in the last picture. The play sprung the carrier loose for a big touchdown.

(Photo from Bobby Dodd's excellent text, "Bobby Dodd on Football," published by Prentice-Hall.)

By FRANK BROYLES, *Backfield Coach, Georgia Tech*

AND OUTSIDE "BELLY"

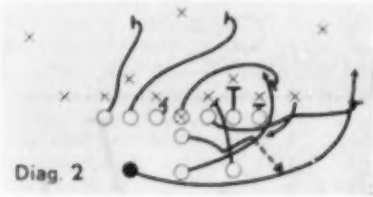
I'd now like to discuss chronologically the various ways we have run the outside and inside Bellies during the past four years.


Diag. 1

We first used the play late in the 1951 season. The fullback slant off tackle **(Diag. 1)** had been our most effective play in early season games. In charting our films late in the season, we noticed that the defensive end was ignoring the wide fake of our removed halfback. The end was closing the off-tackle hole and making a tough block for our guard.

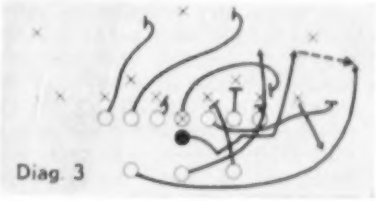
Here is where we went back and borrowed the idea of riding the ball in the fullback's stomach, then pulling out and pitching off to the halfback going wide. Also, when we gave the ball to the full-back, the quarterback would still ride momentarily then make a distinct fake of the pitch-out.

The only changes made in the blocking assignment for the pitch-out was (1) allowing the guard to fake at the defensive end, pass him up, and continue out on the line of scrimmage for the defensive halfback, and (2) letting the center fan back for cleaning up purposes on anyone pursuing the play **(Diag. 2)**.


Diag. 2

We don't put anyone on the end because he invariably thinks it's the off-tackle play and will usually tackle the fullback, or hesitate momentarily. All the play needs is a slight hesitation from the defensive end.

While working with the play on the field, we ran into the problem of what to do if the defensive end completely ignored the off-tackle fake and prevented the pitch out. Here, again, we borrowed something—this time from the Split "T" people. That is, the quarterback keep. Should the end prevent the lateral, the quarterback retains the ball and turns up field inside the defensive end before attempting to pitch **(Diag. 3)**.


Diag. 3

The result is a combination of a Straight "T" play, the Belly fake, and the quarterback keep from the Split "T."

We believe the play has great merit because of the two backs faking into the line inside the defensive end, plus the fact that the end sees the ball in the fullback's stomach. Also, the second fake is taking place as far outside as the off-tackle hole, which puts more pressure on the defensive end. With the guard pulling out toward him, the defensive end is additionally confused as to which play it is. This should pull the end in somewhat, allowing the pitch off to be successful.

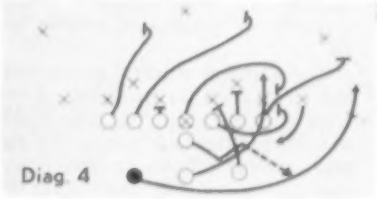
If the end should ignore the off-tackle fake completely, the fullback off-tackle play or the quarterback keep should work. We believe the series has somewhat the same theory as the Split "T" in that we have an off-tackle play and wide play appearing the same to the defense as far outside as the off-tackle hole.

Another thing we like about the play is the protection given our quarterback from a crashing end. I don't believe we've ever had a penetrating end hit our quarterback. Invariably, if coming to the inside, the end will tackle the fullback, allowing the quarterback to pitch off successfully. This makes the lateral safer since the quarterback doesn't have to worry about a crashing end interfering with him.

The first time we used this series was in our last game of the 1951 season, and we were fortunate enough to score five touchdowns on these variations—three on the pitch off, one on the off tackle, and one on the quarterback keep.

Our quarterback next year wasn't a very effective runner, so we just about neglected the optional play as far as the quarterback was concerned. We changed the wide play somewhat with the idea that the quarterback would pitch off about 95% of the time.

The blocking was changed to obtain better blocking for the pitch out, neglecting the quarterback keep. The change lay in allowing our end to block through the man over him and release down the line for the halfback. This allowed our guard to fake the defensive end and then fan back to help the center clean up anyone pursuing **(Diag. 4)**.


Diag. 4

The defensive man over the end would usually ward off the offensive end and tackle the fullback. Riding of the ball in the fullback's stomach just about assured us of the defensive men in that area tackling the fullback. Assigning the end to the halfback helped us considerably in that we have our end releasing down field on the pass and the run.

Our guard was in position to fan back on the man over the end if he didn't tackle the fullback, because of the fact that he (guard) took outside position while the ball was still with the fullback.

One of the early problems we ran into was the 5-4-2. Against a tight defensive backfield, neither

(Continued on page 56)

By TERRY BRENNAN

Changing Your Plays

THE modern defense is an extremely elastic affair which is constantly attempting to unsettle the offense with last second shifts and switches in alignment.

The offense which isn't equipped to handle these swift defensive changes is in for an exceedingly tough afternoon. It's up to the coach to install some sort of system with which to counter these moves—enabling his quarterback to change the plays at the line of scrimmage.

At Notre Dame, we've experimented with many ways of doing this and have come up with a simple but extremely effective solution —which we'll expound a little later on.

The systems we first employed—the Wilkinson system, the Tatum system, etc.—proved satisfactory but we wanted something a bit simpler and yet equally as effective. As you may know, the Tatum and Wilkinson offenses are series systems with entire "20-series" numbered from 20 to 29.

As shown in **Diag. 1**, the right side of the line is numbered evenly and the left side odd-ly. For example, the run wide around the right end would be the "28" play **(Diag. 2)**, with the left halfback going wide around right end and taking an option from the quarterback.

Now if the quarterback, upon setting up on the line of scrimmage, decides it's more advantageous to run the play the other way, he'll call "Add 1." That will invoke the "29" play, where the right halfback goes wide around the opposite (left) end **(Diag. 3)**.

In short, this system of automatics is based on adding or subtracting. A play is called in the huddle and if the quarterback wishes to change it at the line of scrimmage, he simply adds or subtracts 2, 3, or 1 to get the desired play.

This system may appear simple enough. But I feel this way: There are only a few seconds to make a decision at the line of scrimmage, and while the quarterback might do the simple addition or subtraction with ease, the other players—particularly the linemen—may encounter some difficulty. Even the relatively simple arithmetic can, in that brief interval, mar their concentration on their actual duty—that of blocking the man up front.

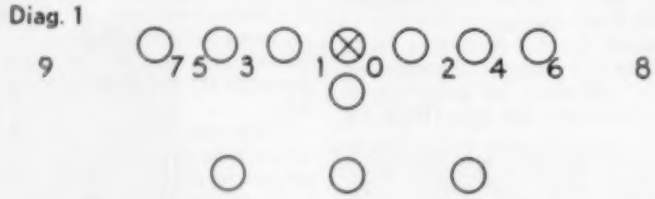
Another system of automatics we experimented with was based on the dual designation of plays. For example, in our "29" play our left half-back, or the 2 back, runs the 9 hole, which is wide around the right end (analogous to **Diag. 2**).

Now you can give another name to that "29" play and use it as an automatic. For example, you can call "Add 9" or "Swing 9" without actually changing the play. (In "Add 9" the play remains exactly the same; in "Swing 9" the right half doesn't fake into the line but swings out around the right end as a blocker with the fullback.)

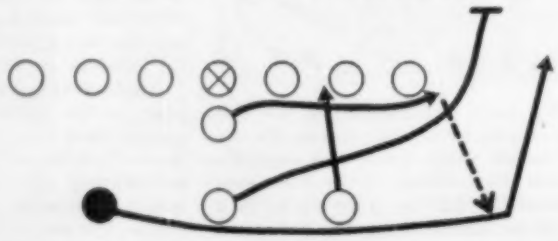
Actually, what you're getting here is two names for the same play. In short, while "Add 9" or "Add 8" connotes a definite play, no actual addition or subtraction is involved. For instance, "Add 9" or "29" or "29-H" would mean the same thing.

Since every coach is always trying to reduce the margin of error in his system, we felt that both these systems of automatics left something to be desired. We felt that we could devise something just a little easier which would (1) eliminate the addition or subtraction of the Wilkinson-Tatum systems and (2) eliminate the necessity of remembering all the automatics and the names for each in the dual-designation system.

Diag. 1



Diag. 2



The famous Notre Dame coach explains a simple but highly effective system of automatics based on "live" and "dead" colors

on the Line of Scrimmage

The ultimate result was a simple but highly efficacious system based on colors. Before elaborating on this, a brief analysis of our numbering system is in order.

In our system, we number the holes evenly on the left side and odd-ly on the right (**Diag. 4**).

The "8" hole is wide around left end, the "6" is off-tackle, the "2" is the dive hole, and "0" is just left of the center.

On the right side, "9" is wide around right end, "7" is the off-tackle hole, "3" is the right halfback's dive hole, and "1" is the hole just to the right of the center.

We number our backs 1-2-3-4 starting with the quarterback and continuing with the left halfback, fullback, and right halfback. In calling our plays, we use the conventional scheme of designating the back and the hole through which he will run.

For example, if we want to run wide around the right end, we call play "29," which means the left halfback (2) running through the "9" hole.

Now for our color system of automatics. This is based on "live" colors and "dead" colors. If the quarterback upon reaching the line of scrimmage calls a "live" color, it means that the play will be changed to the next number called by the quarterback. If the quarterback calls a "dead" color, his next call will mean nothing. The play will be run as called in the huddle.

Let's take an example. In the huddle, the quarterback calls for play "43"—a straight hand-off to our right halfback (**Diag. 5**). Upon reaching the scrimmage line, the quarterback sees that it would be more advantageous to have the right half go around left end instead of through the dive hole. What he wants is play "48" (analogous to **Diag. 3**).

So he automatics. He calls a "live" color, say "blue," followed by the play number, "48." The entire call is "Blue 48." The "live" color "blue" immediately alerts the team to a change in the play, and the call "48" tells them what the play will be.

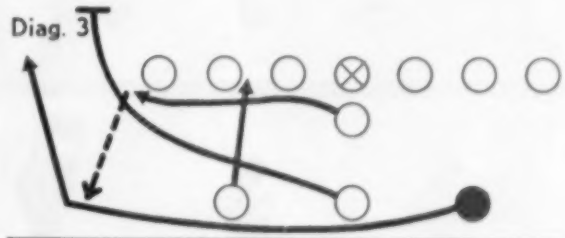
To confuse the defense and keep them guessing, the quarterback can frequently call fake automatics. He alerts his team with a "dead" color, say "red." That means the following call will mean nothing. The play will be run as called in the huddle.

Again let's take an example. In the huddle, the quarterback calls play "43." Upon reaching the line, he calls out "Red 36." The defense may well think that an automatic is coming and will adjust accordingly. But the "dead" color "red" has told the offense to ignore the following play number. They disregard the dummy call, "36" and run play "43," as signaled in the huddle.

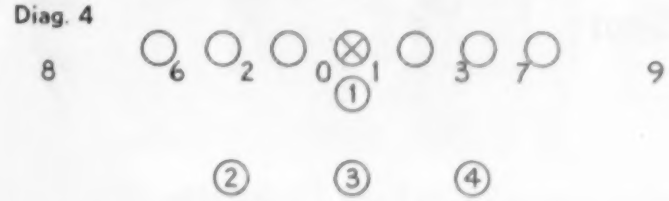
In any system of calling plays at the line of scrimmage, the basic requisite is a good quarterback. Your field general must have a good working knowledge of defenses and must pay particular attention to the splits of his linemen.

(Continued on page 89)

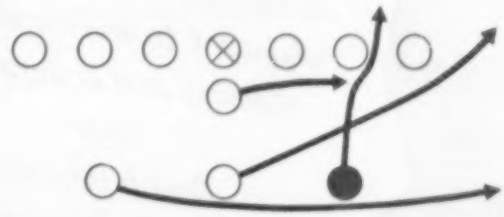
Diag. 3



Diag. 4



Diag. 5



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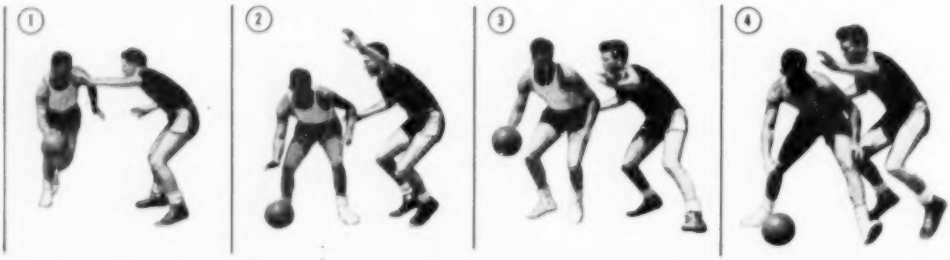
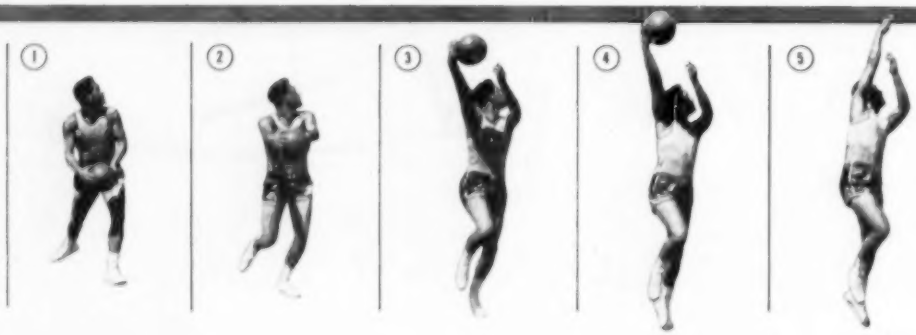


Hook Shot



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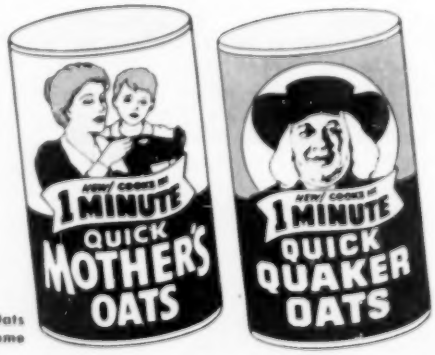

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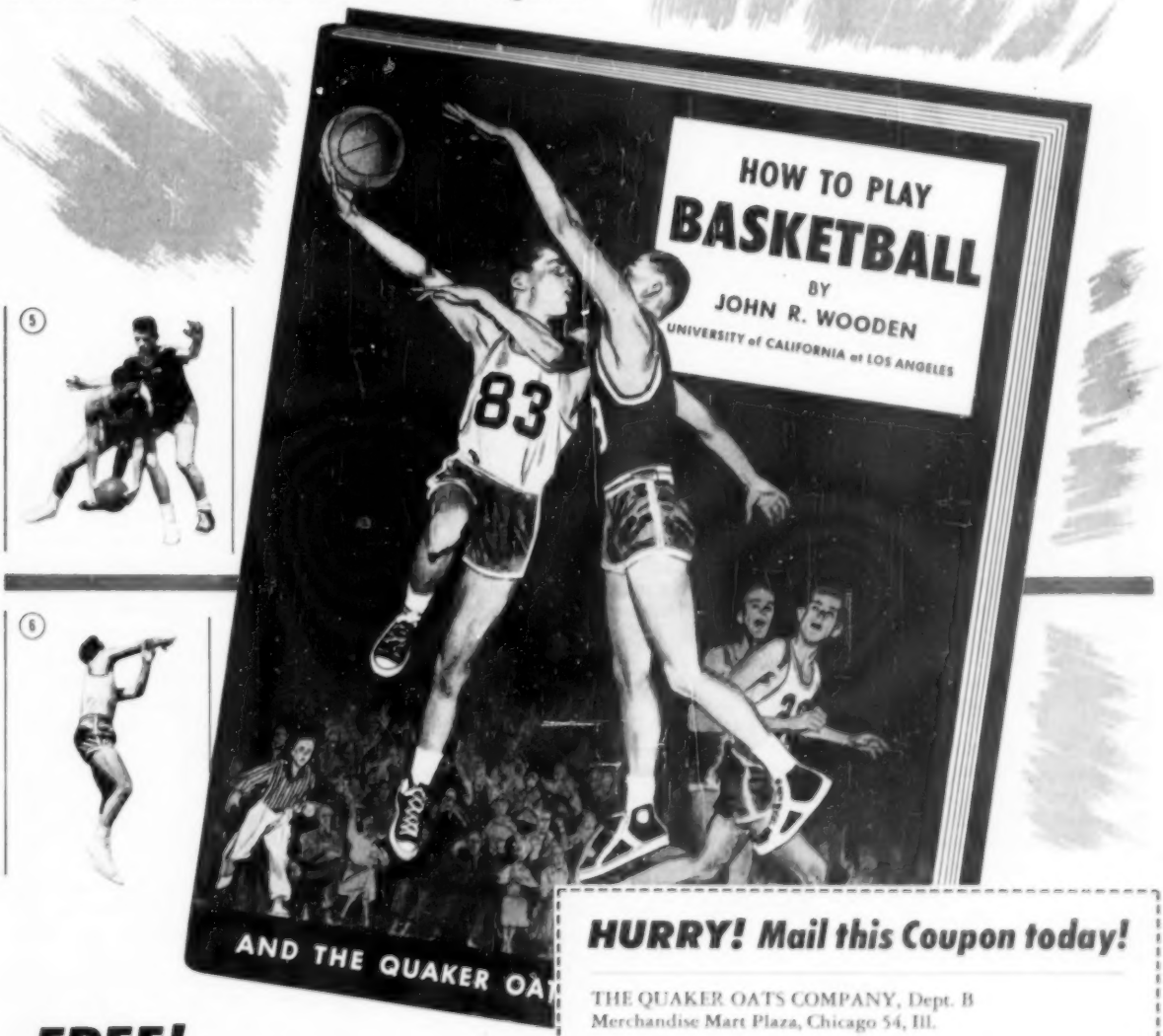

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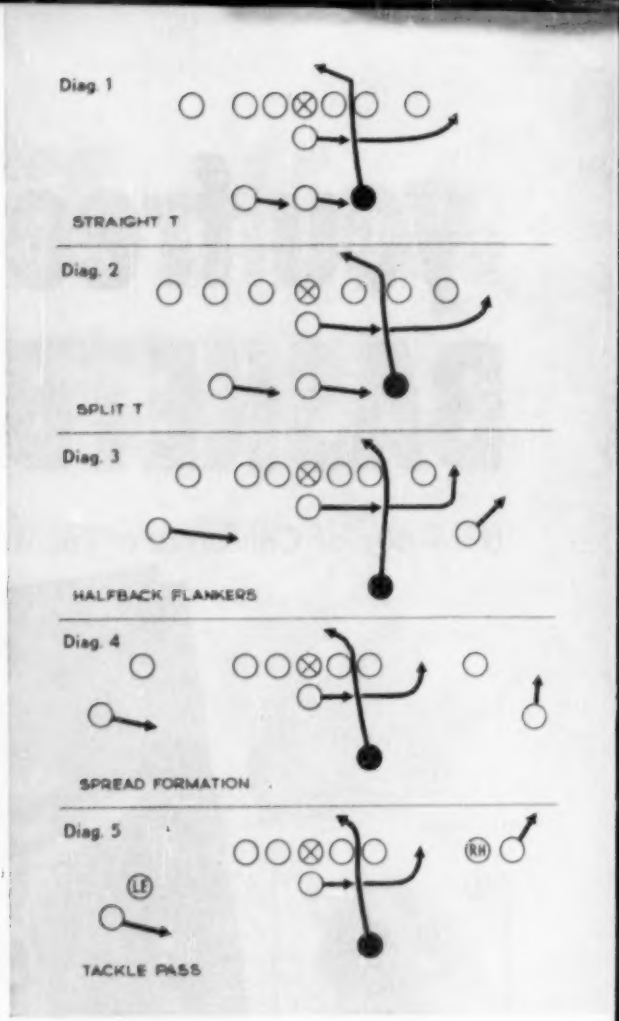
Multiple T Attack

By JOHN M. AUSTIN
Coach, Perry (N. Y.) Central School



MOST teams which employ a multiple offense combine the Straight T with the Split T, the Single Wing, and occasionally the Double Wing. Advocates of this system feel that it enables them to exert steady pressure on an opponent, both physically and psychologically.

The Single Wing generates the physical power, wearing down the opposition by means of the two-on-one blocking in the line and the convoy of blockers on sweeps.

The T or Split T achieves the psychological damage. It's upsetting for a team to brace for a power play from one formation and then be hit by a tricky play from another.

This frequently happens when an offense has been shifting from the T to the Single Wing. Every now and then, the defense—bracing for a power play while awaiting the shift into Single Wing—will be surprised by a quick T play. The defense caught napping by such a stunt will usually suffer both a long gain and a damaging blow to its morale.

The success of college teams with this system may well tempt the unwary high school coach to scrap his regular offense for the combination motif. He may reason that the multiple offense offers other advantages as well.

For one thing, it forces the opponents to channel a lot of valuable practice time toward perfecting the various defenses essential against such a system. And the intensification of pressure on the defense leads to another advantage: High school boys are more prone than college players to commit defensive errors.

Despite these fine reasons for adopting the multiple offense of collegiate teams, the realistic schoolboy coach should forego the temptation. I offer two important reasons.

First, the normal high school squad lacks the quantity of all-around players to make this offense go. My own experience has shown that a coach's material year in and year out is either of the Single Wing or T variety. Very rarely is it difficult to pick the system best suited for the material on hand. To use a combination of both systems is an invitation to weaken the one more adapted to the players' abilities.

Secondly, the combination of plays from two such entirely different formations throws too heavy a mental burden upon the adolescent player. The simpler a coach can make his offensive patterns and assignments, the better are the chances for correct execution. And the more relaxed a boy's mind is kept, the better football he will play.

In New York State scholastic football, which starts September 1, a coach is hard-pressed to get in the required 15 practices before the first game. It thus becomes imperative not to give the boys more plays than they can handle in such a short time.

For these reasons, I feel that an *elaborate* multiple offense will fail many more times than it will succeed in scholastic ball.

This doesn't mean that the multiple offense won't work in high school football. A *simplified* version, closely adapted to the players' abilities, can give the coach just what he's looking for—a system of attack that will accent the pressure on the defense, force them into significant errors, and enable the of-

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In addition to the rectangular and fan-shaped banks shown here, Nurre offers a low-cost, rectangular model with 12" wood panel extending across bottom.

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fense to immediately capitalize on them.

I believe these requirements can be met by a simplified multiple offense based on the orthodox T. From this formation, the Split T follows naturally enough. And with either of these, you can develop still another variation by stationing the halfbacks as simultaneous flankers on either side. A spread formation from the basic T can complete the cycle of evolution.

Practically any play run from these formations possesses the same blocking assignments as the equivalent play in the other formations. A further advantage lies in the fact that any of the formations can be reached by a simple shift from the line-up designated in the huddle.

Such maneuvers offer the quarterback additional deception with which to confuse the defense and cause it to commit the error for which the offense is playing.

Thus, a play can be run either from the original line-up or, where the quarterback seeks a more favorable defensive situation, following a shift into any of the variations. Since almost all the blocking assignments for a given play remain the same, the players are relieved of the mental necessity to sift through numerous possibilities to arrive at their particular assignment. As a result, there's no psychological burden.

The accompanying play sequence shows the development of a simplified multiple offense in which the blocking assignments and backfield maneuvers remain essentially the same in all formations.

Diag. 1 illustrates our basic formation, the Straight or Tight T. This is the formation we work from exclusively during the first two weeks of practice. We make certain that the boys are letter perfect in all their blocking assignments and maneuvers before moving to the conventional Split T formation.

The plays we stress for the first game are the quick opener to either side, the trap up the middle, the standard pitchout, the sneak, the fullback draw and power play, the end around, and a few simple passes. When we're convinced that these plays have been mastered, the boys simply assume their proper splits in the line, the quarterbacks are taught to run laterally down the line, and we're rewarded with another complete offense with absolutely no changes in blocking assignments. You'll easily recognize the result in **Diag. 2.**

Diag. 3 shows how we achieve additional outside areas of attack through a simple fusing of the best qualities of the double wing, deceptive reverses from which passes may be optionally thrown, and the basic threats of the T, the quick opener, and the sneak. These wide reverses carry the same blocking assignments as the end-around play from the orthodox T. If a further variation is desired, the quarterback may stipulate whether the line should assume tight or split positions.

The spread formation shown in **Diag. 4,** while primarily designed for pass plays, can be used effectively with basic running plays. The defense is forced to spread in order to assure adequate pass coverage.

Such plays as the sneak, the quick opener, quarterback spinner, and fullback power play can be used against the dispersed defense not only for good yardage but as a means of keeping the opposing linemen from rushing the passer. A good quarterback can immediately capitalize on such zealousness by calling for the fullback draw play or screen pass.

Diag. 5 illustrates a way to upset the defensive equilibrium. By dropping back an end—in this case, the left end—and moving the right halfback into the line, the left tackle becomes an eligible pass receiver.

CATCH DEFENSE OFF-BALANCE

The defense may become so involved in determining eligible pass receivers after the tackle catches a pass, that they can be caught off guard by a quick opening running play following the shift.

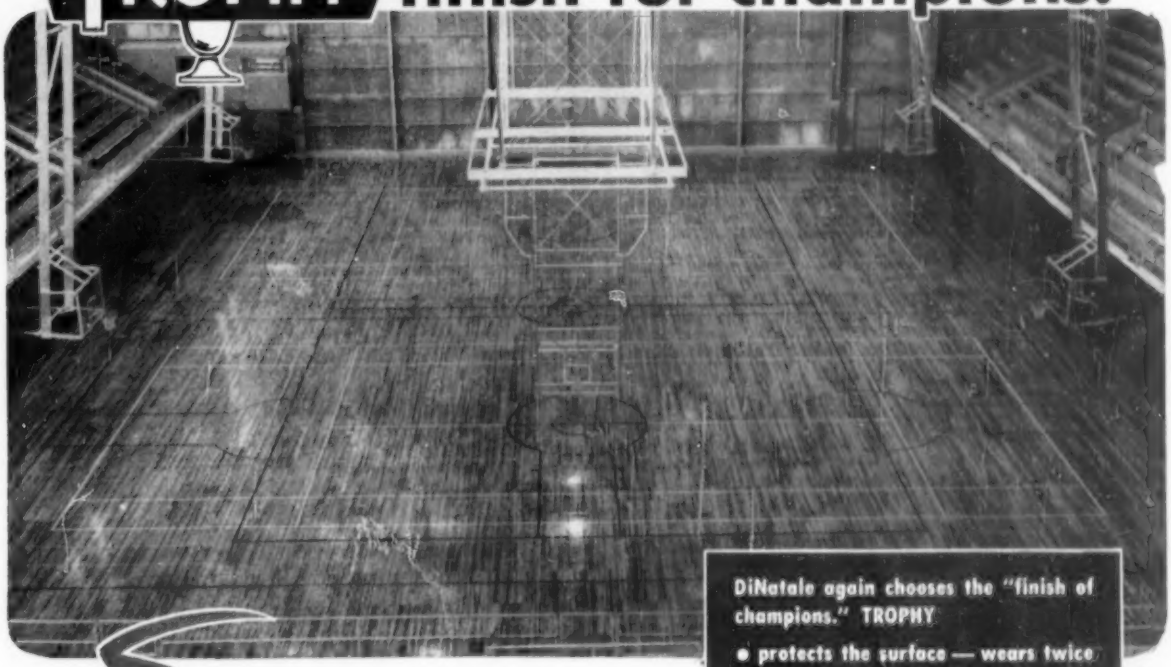
The same maneuver on the other side will make the right tackle eligible for passes. It must be remembered that the backfield man who moves into the line of scrimmage *inside* the eligible end must remain there on a pass since he has become an ineligible receiver. Such maneuvers when used at the right psychological moment can pay off handsomely.

The purpose of this simplified multiple offense is to achieve the results which coaches look for in a system combining widely different offensive formations. The high school boy is perfectly able to deal with this simplified set-up when well-grounded in the fundamentals of the Straight T.

The use of this offense will exert pressure on any defense and force your opponent to use valuable practice time to prepare adequately for it. All these advantages can be achieved with average high school material.

Experiment with this offense and see for yourself.

CHAMPION TROPHY finish for champions!



DiNatale again chooses the "finish of champions." TROPHY

- protects the surface — wears twice as long as other finishes, preserves the original appearance, prevents rubber marking.
- is light in color — allows spectators and players alike to see plays clearly.
- is non-glare — special composition breaks up reflected light.
- is slip-resistant — a safe footing for fast action play.

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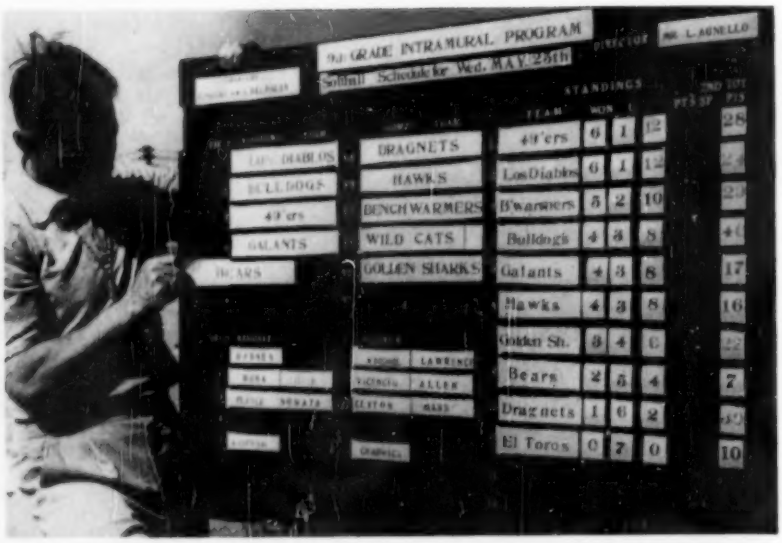
Portola Junior H. S., El Cerrito, Calif.



Intramural board is made of one-half inch plywood, with cards held in place by means of aluminum runners; all printing is done with a 1" rubber stamp set.

Motivating Your Intramurals!

INTRAMURAL directors looking for some exceptionally appealing and practical organizational aids may borrow some of the ideas that have proved hugely successful at Portola Junior High School in El Cerrito, Calif.

The first step in developing a good intramural program is to establish a definite goal or objective. From the beginning, our goal has been 100% participation. And to achieve this desideratum, we have attempted to develop a program that meets the varied needs and interests of the boys.

With such a program, every boy can be given the opportunity to build his body, learn valuable skills, improve his character (sportsmanship), gain team experiences, and develop competitiveness and team loyalties.

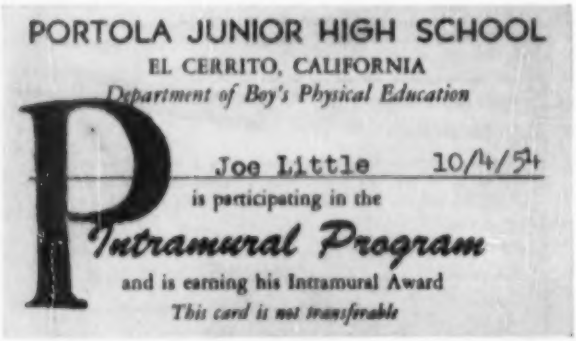
Leadership and organization are other essential prerequisites. We strive for this leadership through a rather unique system of intramural directors. As we are a large school with an enrollment of 1,600, half of whom are boys, we assign an Intramural Director for each grade level.

Each Director starts with a 7th grade class and follows that group through the 8th and 9th grades. We feel that a better relationship is produced by this three-year association of boys and Director.

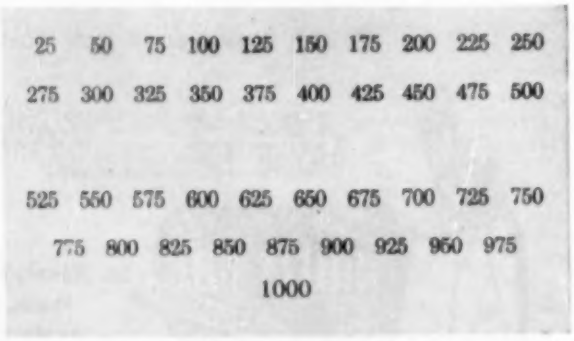
Our Intramural Directors are regular full-time members of the physical education staff. Though they receive no extra remuneration for intramural duties, the rewards are there in the form of pride and satisfaction from doing a good job and watching their kids grow in skill, strength, and character.

Another factor contributing to the success of the program is our method of team selection. We use the advisory or home room system. The development of loyalty to a specific unit not only creates interest but inculcates competitive spirit.

A pre-league bulletin is sent to all home-room teachers, encouraging them to interest their boys in entering a team. The advisory teachers have responded excellently to this appeal. They appreciate the



Front side of Portola's special intramural card (actual size 2¼ x 4") issued to every boy participating in the program.



Back side of card, with points arranged in gradations of 25; a boy earns 25 points for every game in which he participates.

"In dribbling, passing, shooting – you can feel the difference in the SEAMLESS 580"

Says *Bob Cousy*

All-Professional, Boston Celtics, National Basketball Assn.

The "Feel" is in the cover – and Kolite makes the difference

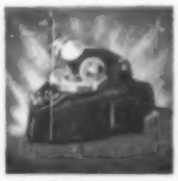
Take it from the men whose skill and scores depend on it – the Seamless 580 has "more on the ball!" First, it has the exclusive long-wearing Kolite cover. Water-proof, scuff-proof, tougher than ordinary rubber, Kolite is famous for the *touch* that means *control*.

Next come extra-quality construction features, built into the entire Seamless Kolite line of athletic balls: 100% Nylon winding, torture-tested Butyl bladders, patented Kantleek valves. Try the Seamless 580. Give this ball a trial. You will agree with America's leading coaches and players – there is no finer ball, at any price. Available in Canada.

Torture tests fail to break down Seamless 580

Williams Press

Dynamic Tester


Taber Abraser

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78QS White T-shirt, Standard weight, full cut cotton. Sizes S-M-L.

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With design	$8.40

KEJ White shorts. 1¼" elastic web waist. Cotton twill. Full cut, four piece construction. Sizes XS-S-M-L-XL.

	Doz.
Plain	$7.80
With design	9.60

84QS Colored T-shirt. Standard weight, full cut cotton. All athletic colors in stock. Sizes S-M-L.

	Doz.
With design	$9.60

KE/8 Colored shorts. Fast color, sanforized cotton. All colors. Full cut, four piece construction. Sizes XS-S-M-L-XL.

	Doz.
Plain	$9.00
With design	10.80

Consecutive identification numbers if desired on T-shirts and shorts as part of design at NO EXTRA CHARGE.

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unifying influence of such participation by their students.

Interest and participation are stimulated through various publicity means, including a weekly intramural paper, bulletin boards, a schedule board, and the school public address system.

The weekly intramural paper—a ditto affair—offers the best means of glamorizing the program and developing interest. In it are compounded game write-ups, outstanding performances, predictions, and announcements of future events. Each Director publishes a paper for his grade level.

A special schedule board, built within the school, further enhances interest. This board is highly flexible and informative. On it are incorporated the weekly schedule, game results, officials' assignments, team standings in current sports, and team standings toward yearly championship awards.

The board is made of one-half inch plywood. All the pertinent data are printed on cards by means of a one-inch rubber stamp set, with the cards held in place by aluminum runners.

Our public address system is employed for announcements concerning special intramural events.

Interest is also motivated through the posting of pictures, articles, and announcements on the regular physical education bulletin board.

Another excellent means of developing interest and participation is afforded by our award system. Since total participation is our main objective, this is made the basis for an award.

Credit is granted for every participant, regardless of the outcome of the game. A boy receives 25 points for every contest in which he participates as a player, official, or scorer.

The first award (a 3¼" cloth shield with "P Intramural Award" embossed in gold) is earned after 1,000 points are accumulated.

The second award (a 4½" school letter) is granted after 2,000 points are earned, points for the first award being included.

And the third award (a 6" school letter) is presented after 3,000 points are accumulated, the points for the first and second awards being included.

A 2" gold star is awarded for the next 500 points earned after the 6" block P award.

Both the letters and the star are embossed in gold on green backgrounds.

A special intramural card is used to minimize the bookkeeping in regard to point earnings. Each boy participating in the program is issued one of these cards. When reporting for a contest, he hands his card to the scorekeeper. During the game, it is "punched" by the director. After the game, it is returned to its owner.

As you may note in the illustration, the punching is done on the back of the card. The side contains a series of numbers running from 25 to 1,000 in sequences of 25. (Remember, 25 points are awarded for each contest participated in.)

Another advantage of this punch-card system lies in the fact that it informs the boy of his progress toward an award. The award system is so designed that a boy can, with regular participation, earn two awards in three years. The more active participants, who serve as scorers, officials, and equipment managers in addition to playing, can accumulate points faster and thus earn their awards much sooner.

The points are accumulative from year to year, and the awards are presented to the winners immediately upon completion of the requirements.

ADDITIONAL AWARDS

Additional awards are presented for championships in each sport. These awards take the form of pennants for display in advisory rooms. A perpetual trophy is also awarded to each grade advisory whose team compiles the greatest number of victories throughout the school year.

Each member of these championship teams receives an additional award—the 9th graders get trophies, the 8th graders medals, and the 7th graders felt emblems.

To develop school spirit and give recognition to the program and its participants, we award these perpetual trophies at a special school assembly.

All our games are conducted after school on a time-limit basis. They start at 3:10 and are over at 3:50.

Although 100% participation is our goal, we realize that various factors make this highly improbable. Among these are apathy toward sports by some boys, after-school jobs, and bus schedules. But we try to combat these drawbacks in every manner we can.

Since the opening of our school four years ago, interest and participation has greatly increased. Two years ago, 39% of our boys were regular participants. Last year we had about 50% participation. And this year we expect to make even

(Concluded on page 40)

...*plus* MAXIMUM SPECTATOR COMFORT

Just ask for a seat demonstration of *Universal* Roll-A-Way Stands. Then you'll see and appreciate what we mean by maximum spectator comfort . . . in minimum space.

Notice the spectator's natural, comfortable position while seated. Make all the tests you wish, with feet forward or drawn back under the seats. Get out the slide rule and compute the actual area (or we'll do it for you). Compare design, construction, dimensions, and you'll find that . . .

Universal Roll-A-Way Stands

provide more cubic inches of comfortable leg room below seat board levels than any other stands . . . with either 22" or 24" row spacing.

The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per spectator . . . permitting normal position of feet drawn back under seats. Compare this with other stands which have 2" or 3" less space and vertical filler boards flush with seat fronts. Write today for free catalog.

Universal Bleacher Company

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By **MAURICE ZARCHEN**
Basketball Coach, Pratt Institute (N. Y.)

Care and Prevention of Sprained Ankles

ANKLE sprains are more common than any other joint sprain. In running or walking, this joint receives the weight of the body through the leverage of the lower limb; and the injury is most frequently caused by the sudden inversion or eversion of the foot. If the foot is turned inward, as is true in most cases, the injury is most marked on the lateral aspect of the ankle; if outward, on the medial aspect.

A sprain is a partial or complete tear or stretching of one or more ligaments about a joint, caused by a sudden twisting or wrenching of the bones which constitute that joint.

There are various degrees of sprains from the simple sprain, where the ligaments are slightly affected, to the severe type, where there's great damage to muscles, tendons, and ligaments. In the severe type of sprain, the symptoms and signs are caused by the injury to structures other than the ligament. It's the increased viscosity of the synovial fluid in the joint, the torn nerve, bleeding capillaries, and injured tendon sheaths which produce the pain and deformity.

The ligament most commonly sprained in ankles is the anterior tibiofibular ligament, and not the lateral collateral ligament, as most textbooks claim. To describe an ankle merely as sprained is not accurate, since it doesn't imply whether more than one ligament is involved. Therefore, all sprains should be examined by a physician, who can tell the degree of damage to each ligament and examine for possible fractures.

SYMPTOMS AND SIGNS

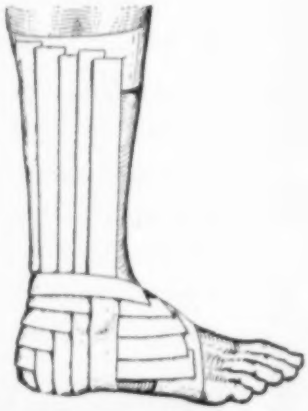
Visualize an injured athlete with a suddenly wrenched ankle. First, obtain a quick history. Did he feel anything crack or snap? Examine to determine whether there are signs of a fracture. Carry the patient into your training quarters, keeping the injured foot elevated.

Pain, redness, swelling, and limitation of movement are the cardinal signs of a sprain but they're also the signs of a fracture. Let's assume there's no fracture. (This should, however, be decided only by a medical man and x-ray. No trainer or coach should take the responsibility of deciding whether or not there's a fracture.)

FIRST-AID CARE

First-aid care must be given immediately after the injury or such care is worthless. Healing of a sprain is retarded by the presence of the effusion from the torn tissues. Our first aim, therefore, is to limit as much as possible the flooding of the joint by the escaping blood and lymph.

As soon as the injury occurs, raise the limb higher than the rest of the body. The arterial blood will thus be forced to run up hill, while the venous and lymphatic flow will be aided by flowing down hill. The already effused matter, which hasn't as yet coagulated, will tend to ooze out into the tissues of the leg . . . the dispersion making it easier to reabsorb the effusion.



Basic Gibney strapping to prevent recurrent ankle sprain, as illustrated in Dr. Thorndike's text, "Ankle Injuries."

Pressure and heat will stop extravasation, or the escape of serum through the blood vessel walls into the tissue spaces. The most effective and the most readily applied pressure remedy is the elastic bandage.

After the elastic pressure has been firmly placed around the ankle joint (see "strapping"), our next step is to apply heat. Hot applications greatly increase the local blood circulation, aiding the tissue in combating the irritant and rebuilding the damaged tissues. Far from hindering the coagulation of blood or loosening plugged blood vessels, the hyperemia aids the process of coagulation by assuring a plentiful supply of the essential chemical substances.

After the application of heat of moderate intensity (hot towels) for about 30 to 45 minutes, and with the foot still elevated, our next step is to remove the constricting bandage and dry thoroughly. Paint the skin with benzoin and tape Gibney fashion rather high, incorporating a piece of sponge rubber over the site of maximum tenderness, to support the ligaments and prevent further swelling.

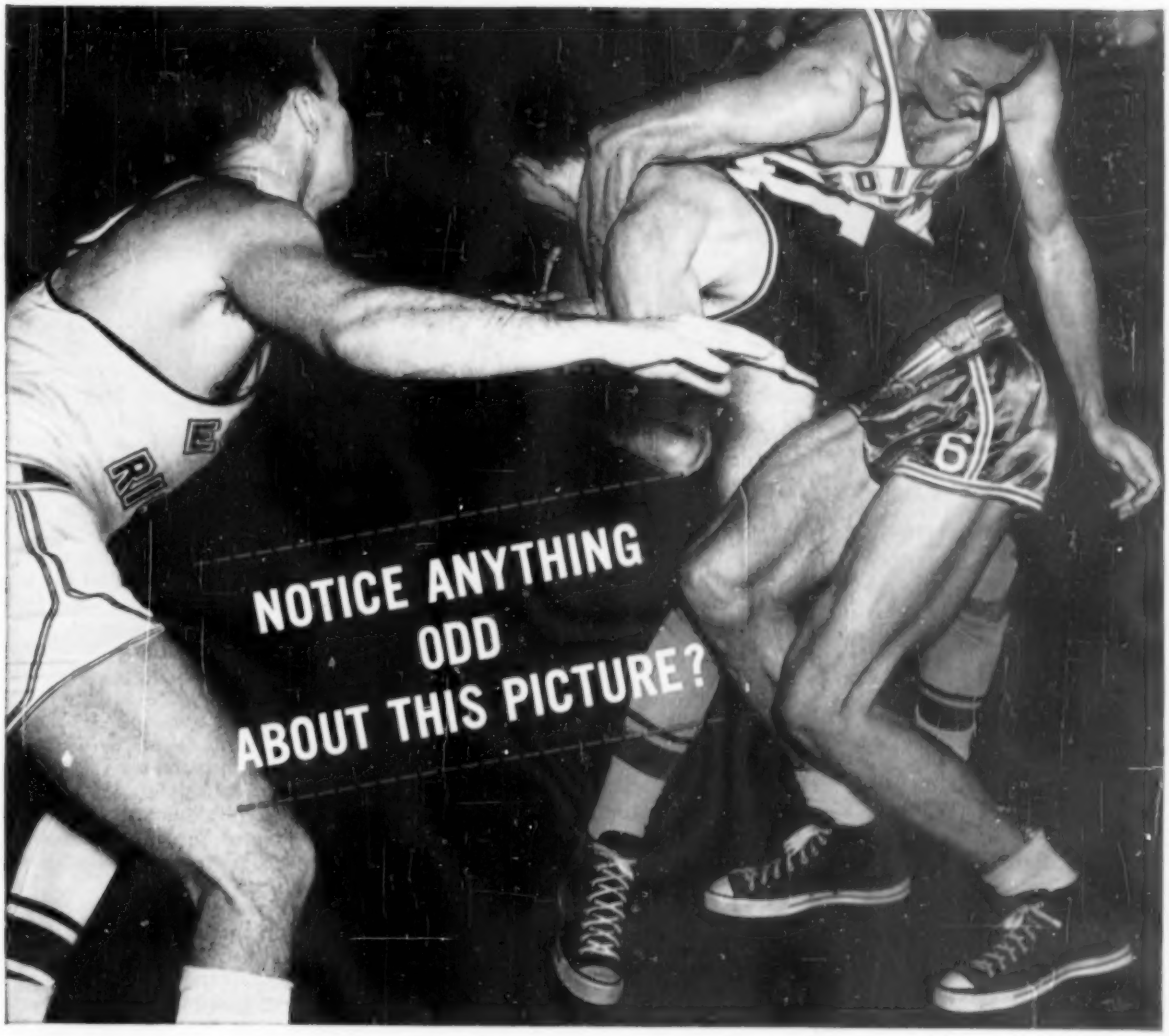
USE OF SPRAINED JOINT

In athletics, dealing as we do with vigorous youth, active use of the limb should be started early, with the aid of a cane if necessary. The athlete should be impressed with the fact that a sprain isn't a serious injury and that if he can force himself to walk in spite of the pain, healing will be far more rapid.

This procedure is recommended because early use of the joint prevents atrophy and the formation of stiffening adhesions, and definitely hastens the whole healing process.

Treating ankle sprains, beginning on the day following the injury, is as follows (S. E. Bilik, *The Trainers Bible*):

> The following day, remove the strapping, and start the patient on a routine of physical therapy, depending on the equipment you



The players are straining . . . but *their uniforms aren't!*

Plenty of tensed muscles here, but take a look at the uniforms. Not a strain line anywhere! Here's visual proof of why more and more basketball coaches are specifying Wilson uniforms. They fit right! Not droopy, not tight. And they keep on fitting that way. After being sweated up *and* after cleaning.

Their long-tailed, tapered, rayon-and-cotton tops stay tucked in. And their Mustang or nylon satin pants allow boundless, bindless running room.

Offering the widest choice of materials, trims and designs—Wilson consistently produces better uniforms at less cost, supplying both Factory Stock models and Made-to-Order selections that will suit every team admirably.

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have available. The hot whirlpool bath, alternate immersions in hot and cold water (5 minutes in hot: 1 minute in cold); repeat alternations 6 times, "baking" with a therapeutic lamp diathermy . . . I list these modalities in order of their apparent effectiveness . . . are used to bring about an active hyperemia through the joint. Flex and extend the joint in an effort to break up early formed adhesions. Do not cause pain. Again paint with benzoin and restrap. If you need the man, treat him twice to three times daily.

Treatment of this nature should be first diagnosed by a physician and delegated to a trained physical therapist.

CONDITIONING AND EXERCISE

One cannot overemphasize the importance of thorough conditioning in the preparation of the athlete's body to withstand the wear and tear of play. The wise coach will pay a great deal of attention to this phase of his work, including a definite routine for the strengthening of those parts most susceptible to injury.

A qualified physical educator should have no difficulty in devising a system of special exercises which will effectively prepare the joints to withstand punishment. Powerful ligaments and muscles developed by means of these exercises will prevent more sprains than protective supports.

The coach should always bear in mind that once an athlete has suffered a sprain, a protective strapping must be provided for him. It is axiomatic, therefore, that once a sprain, always a sprain, and that the joint will subsequently need a supportive bandage whether used for vigorous exercise or sport.

STRAPPING

Taping is the colloquial term for strapping with adhesive. In athletics, we use a great deal of adhesive for preventive, protective, and remedial purpose. It's essential to strive for neatness. Avoid wrinkling and creasing which imprisons sweat and will cause irritation of the skin. And guard against tight strapping that hinders the circulation.

Thick growths of long hair will have to be shaved off. It interferes with the proper adhesion of the tape and makes it difficult to remove the tape without causing considerable discomfort. Shave carefully . . . do not abrade the skin. Paint the skin with tincture of benzoin. The alcohol of the tincture serves as an astringent and an antiseptic.

Many schools use some form of cotton ankle wrap for strapping the ankle. Strapping with adhesive is unquestionably the most effective and reliable method of protecting the joint. The system of strapping with adhesive, originated by Gibney, a famous American orthopedic surgeon, is simple, effective and can be applied easily.

TECHNIQUE OF GIBNEY SUPPORT

The athlete sits on a rubbing table, leg extended toward you. A loop of gauze is hooked over the two outer toes. As the athlete pulls on the "runs," the foot is flexed and very slightly everted. This position must be retained until the strapping is completed. Failure to do so will result in a loose, ineffective support.

Start the first strip of adhesive (use 1" or 1½" width) on the inside surface of the leg, about four inches above the malleolus. Run the strip parallel and close to the achilles tendon, under the heel, up on the outer surface of the leg. Pull the top snug and fasten about an inch higher than the starting point. Press the top down to make it adhere firmly, thus completing the first perpendicular layer.

Now the first horizontal . . . start at about the middle of the inside of the foot, continue the strip along the lower border of the foot, around the back of the heel, then along the outside border of the foot. Pull snug and fasten at about the mid-point of the outside of the foot.

Repeat the alternations of the perpendicular and horizontal strips, overlapping each succeeding layer about one-half inch, until the entire expanse of the malleolus bones is covered.

If the support is for prevention, the horizontal layers should not meet in front, as it might hinder circulation. This objection doesn't hold true if the strapping is applied for a sprain requiring partial rest. Here the horizontal layers may meet.

Anchor the perpendicular layers to prevent slipping with two or three strips of overlapping adhesive.

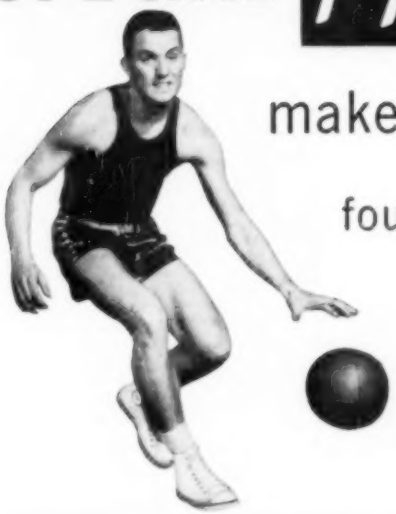
ELASTIC BANDAGE

This bandage is useful chiefly in joint effusion. It serves as a means of elastic compression which hastens the absorption of the excess fluid.

In my own experience, I found that the best way of applying the elastic pressure method is by means of an elastic bandage. Starting at the plantar surface of the foot, wrap toward the lateral side of the foot, using a circular motion. On approaching the ankle joint, the circular wrapping motion becomes a figure 8.

(Concluded on page 44)

SPECIAL "P-F" FEATURE



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- **Helps prevent tired, strained foot and leg muscles.**
- **Helps increase your players' endurance.**
- **Helps them play their best longer.**
- **Helps them go full speed longer.**

"P-F"* means Posture Foundation

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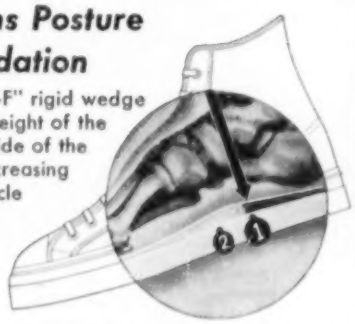
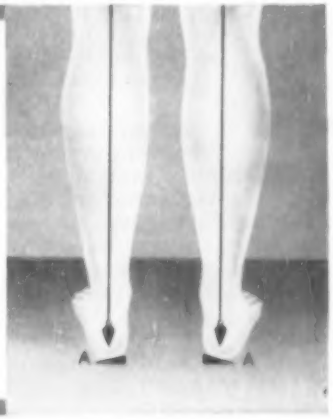


X-RAY DIAGRAM ILLUSTRATES THE SCIENTIFIC PRINCIPLES OF "P-F"

BODY WEIGHT ON OUTSIDE of normal foot with aid of "P-F" rigid wedge ("A" at right) helps reduce fatigue and increase comfort.



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Look at the X-ray diagram. See how the special "P-F" feature—the one and only "Posture Foundation"— makes "P-F" Basketball Shoes *different.*

Look at the leg diagram. See how "P-F" puts the body weight on the outside of the normal foot and helps prevent tired, strained foot and leg muscles. See how "P-F" increases endurance . . . helps your players go full speed longer . . . helps them play their best longer! And remember . . .

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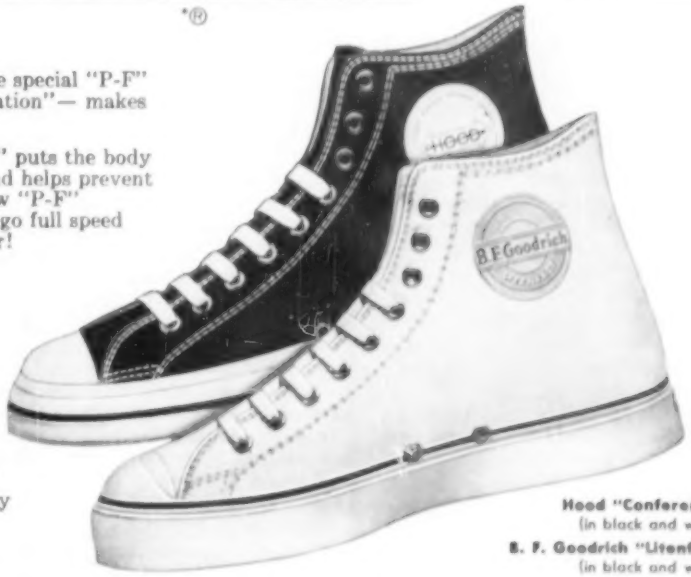

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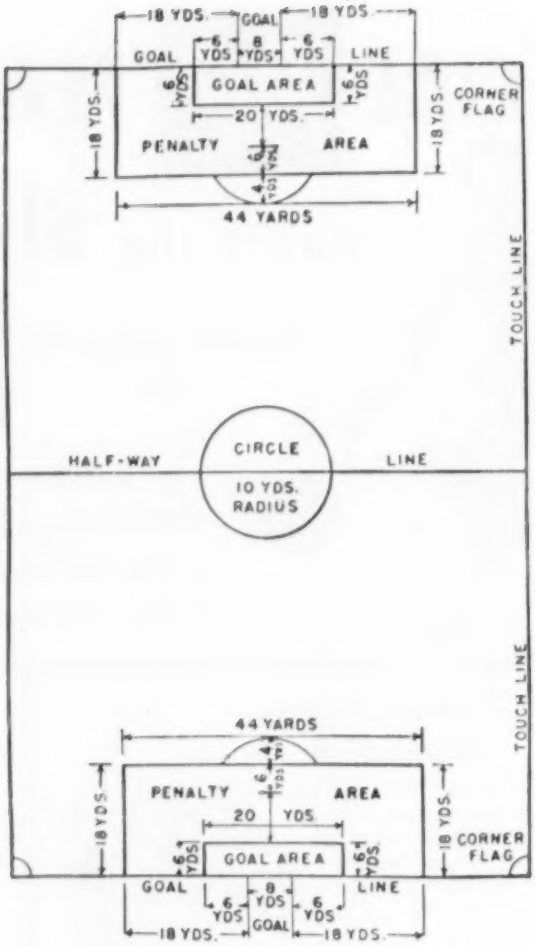
Soccer from A to Z

By GLENN F. H. WARNER

Soccer Coach, U.S. Naval Academy



Official plan of the field.

THOUGH the precise origin of Soccer is shrouded in conjecture, it is generally thought that it developed from a Roman game in which two equal sides attempted to force a ball across a line at the rear of the opposing team. The sport reached England via the Roman soldiers who played it in their garrison camps. It was picked up by the schools throughout the country and by 1175 Shrove Tuesday was set aside as a sort of Soccer holiday.

At this time, a game lasted a whole day with one village opposing another. Rules were few and often completely ignored. The game flourished in the thirteenth century, but due to "its very rough nature, was frequently reprehended by law, both in England and Scotland."

As played in Queen Elizabeth's time the game was dangerous to life, limb and property. But actually it wasn't Soccer as we know it today. The ball could be carried as well as kicked, and the main object was possession. The ensuing tackling and scrimmaging by large numbers resulted in a confusing brawl.

The game was banned during the middle ages for two reasons: It was considered too rough and it interferred with military training and the very popular sport of Archery. However, the annual Shrove Tuesday games survived in a few areas and many of the public schools started adjusting the rules along lines that suited the school playground. It is probably this source that gave us the modern day game of kicking and dribbling.

The game continued to grow in the schools until 1863, when a group of former players gathered in London to create the Football Association. The 13 rules they set down as the official code have been modified only slightly from time to time and are now recognized the world over. Since that meeting in London, the game has spread throughout the world with a spectator interest surpassed by no other sport.

DESCRIPTION OF GAME

Soccer is a team game played with an inflated ball on a field 120 yards long and 75 yards wide. The objective is to advance the ball with any part of the body except the hands and arms, and send it through a goal.

The ball is slightly larger than a volleyball and smaller than a basketball. Some balls are made up of 12 panels of leather, but the best balls contain 18. A team consists of 11 players, a goalie (the only player who can use his hands), two fullbacks, three halfbacks, and five forwards.

The markings on a field consist of the "touchline" on the sides, the "goal line" on the ends, a "halfway line" dividing the field in half, a 1-yard arc in each of the four corners, a circle with a 10-yard radius in the middle of the field, a "goal area" 6 yards out from each goal by 20 yards long, a "penalty area" encompassing the "goal area" 18 yards out by 44 yards across, a mark 12 yards out from each goal, and a 10-yard arc swung from this spot at each end outside the penalty area.

The goal is 8 feet high and 8 yards wide and usually made of wood 5 inches square. Each corner of the field is marked by a flag 5 feet tall.

The winner of the toss has the choice of kicking off or defending either goal (as in football). International rules call for two halves of 45 minutes each. However, our colleges play four 22-minute periods with a minute rest between quarters and a 10-minute recess between halves;

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THEY ARE ANNUALLY FINISHED WITH SEAL-O-SAN."

William A. Reid
Director of Athletics
Colgate University

COLGATE UNIVERSITY
Athletic Council
HUNTINGTON GYMNASIUM, HAMILTON, NEW YORK

March 28, 1956

Mr. J. L. Gross, President
Huntington Laboratories, Inc.
Huntington, Indiana

Dear Mr. Gross:

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Sincerely,
William A. Reid
Director of Athletics

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while our high schools play four 15-minute quarters with a minute between quarters and 10 minutes at halftime.

Though international rules permit no substitutions, our intercollegiate code permits 5 substitutions and our high schools allow unlimited substitutions.

A game is started by the three inside forwards of one team who put the ball in play from the center circle. Usually the center forward nudges the ball slightly forward and to the side to one of his "insides." The opposition must remain 10 yards away, outside the circle, until the ball is touched. From this point on, the ball is advanced primarily with the feet, but receiving help from the head and body (no arms or hands except the goalie).

When the ball goes beyond the touchline, it is put into play by the opposite team. International rules provide for a throw-in, with two hands from over the head and part of both feet remaining in contact with the ground. In 1949, our colleges altered this rule to a kick-in. High schools are about equally divided between use of the "throw-in" and the "kick-in." The halfbacks usually put the ball in play from the touch-line.

When the ball is kicked over the goal line but not through the goal by the offensive team, the defense, usually the goalie or the full back, take a goal kick from 6 yards out. The other team must remain 10 yards away until the ball is kicked.

When the defensive team last plays a ball going over their goal line, the offensive team gets a corner kick. This is usually taken by the wing, from the 1-yard arc in the corner on the side on which the ball went over the goal line. The offensive players position themselves in front of the goal where they're picked up by defensive players. The wing attempts to kick the ball to a spot in front of the goal where a teammate can receive it for a play or shot.

Free kicks are awarded for various infractions of the rules, such as touching the ball with the hands or arms, or kicking, striking or jumping at an opponent. Anyone can take a free kick, and the opponents must stay 10 yards away until the ball is kicked.

Penalty kicks are awarded for infractions within the penalty area by the defensive team. Any player on the offensive team may take the penalty from the 12-yard mark, the goalie standing with his heels on the line until the kick is taken and all other players being outside the penalty area and 10 yards away.

The off-side rule prevents massing in front of a goal and allows the defense to pull the offensive players out. This rule states that an offensive player must have two defensive players closer to the goal than himself when a teammate passes him the ball. He cannot be off-side if the ball is ahead of him.

Goals count 1 point. In case of a tie, intercollegiate rules call for two additional 5 minutes periods with "sudden death" applying in the case of some league championships. High school games ending in a tie are sometimes left that way, but more often follow the intercollegiate procedure.

The officials consist of a referee and two linesmen. Intercollegiate games in recent years have been handled by two referees and two linesmen because of the dearth of experienced linesmen.

BASIC SKILLS

The basic skills make Soccer a completely different and unique game for the average American lad. In this country, we're used to catching, striking and throwing objects with our hands. To control a ball without using our hands or arms is a distinct challenge.

Throw a ball at a youngster from anyone of 70 other countries, and he'll instinctively trap it with his body or stop it with his leg or foot. An American lad will immediately respond with his hands. This then becomes his first problem in mastering the game.

Some of the more important phases of the game include ball-control, speed, endurance, competitive spirit, and team play.

Ball-control consists of *kicking*, *trapping*, *heading*, *passing*, and *dribbling*. *Tackling*, though not actually ball-control, concerns itself with gaining possession and is a vital part of the basic skills.

Kicking: Constant practice under the watchful eye of an experienced coach is necessary to develop a proper kick. It's one thing to get power and another to acquire accuracy. Bad habits can develop unless the player analyzes what he is doing.

Power is often lost because the player tries too hard and kicks with his whole leg. Actually, most of the power is derived from the knee.

The ball is often kicked too high simply because the boy sets his non-kicking foot too far from the ball. Thus, the other foot, on contacting the ball, is starting the upward part of the arc, resulting in the ball rising too high.

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to kick a ball, start with a stationary ball. Place the off-foot beside the ball, or within 6" of it, and contact the ball with the instep (not the toe). Get your power from the knee by taking a good back swing (bending of the knee) and snapping at the ball. Get over the ball and keep the follow through of the leg from rising more than 12". This procedure will keep the ball *down*.

If greater distance is desired, such as a fullback clearing or a halfback or wing wishing to cross a ball to the other side of the field, place the off-foot a little farther back from the ball and let the body lean back and the follow through come up a little higher.

Work on the kick against a kickboard—stationary ball first and then the moving ball as you become experienced. Learn to kick with either foot. Having to shift your stride to favor your best foot may result in your opponent getting to the ball first.

Once a certain amount of power and accuracy is obtained in kicking a stationary ball and then the moving ground ball, practice should continue on the half and full volleys—kicking a ball just as it rises from the ground (half volley) and also in the air (full volley).

The important thing to remember on the half volley is to be over the ball, keep your eye on the ball, and to stab at it with a short follow through. To become proficient with the full volley, keep your eye on the ball, meet it with a lot of surface of the instep, and don't kick hard (just meet the ball).

Passing ties in closely with kicking, but is more often accomplished with the side of the foot. In passing, again use the knee joint more than the hip joint. Don't telegraph your pass. Try to conceal its direction until the last instant of contact.

Be sure and lead with your pass so that your teammate won't have to slow down. Pass to a space rather than directly to your teammate, and keep your passes on the ground. Passing can be done with either side of the foot. Generally speaking, draw an opponent to you before passing.

Trapping is another art which ties in closely with kicking, because if you can't *stop* and *keep* the ball close to you, you most certainly won't be able to pass or kick it. There are various ways of trapping the ball, depending on how the ball approaches—with the chest, stomach, legs, or feet.

To practice the *chest or stomach trap*, have someone throw the ball at that part of your body (easily at first). The idea is to pull away from the ball at the correct instant and at the desired speed to prevent the ball from rebounding. Use the arms for balance as you suck in your stomach or back away with the chest.

One of the most common traps is the *leg trap* where the ball approaches just off the ground. To take the "pace" off the ball, merely raise one leg to a right angle position at the knee, giving with the speed of the ball as it contacts the inside of the foot, ankle, or lower leg. Done properly, the ball drops directly in front of the player.

There are several ways of smothering balls bouncing at the feet. For the *foot trap*, correct positioning is most important. Next, raise the leg and foot over the ball the instant it hits the ground, and form a wedge by dropping the heel and raising the toe. The ball should be smothered *just* as it rebounds by the wedge formed by the bottom of the foot. It's very important not to fight the ball by stamping down on it. Use a gentle but firm foot pressure over the ball at the exact moment of rebound.

The *drag trap* is used with a fake to pull the ball, just as it rebounds, to an open area. This is done with the inside of the foot and lower leg by forming a wedge over the ball, with the inside of the leg dragging the ball to the side immediately after it rebounds.

Dribbling is the method used for advancing the ball until an opponent closes in and forces you to get rid of it. It's an essential phase of the game that often enables a forward to break away from a defensive player and score. Unfortunately, some players tend to overdo it and, as a result, become too individualistic.

To dribble, move the ball along with the sides of the feet with deft movements of the ankles—always keeping it close to you. Never dribble with the toes, as the ball will get too far ahead of you.

Practice by dribbling in and out of five objects placed five yards apart. Use both the in and outside of both feet to dribble, and keep over the ball. Also keep your eye on the ball while learning. It takes an experienced player to dribble and watch an approaching tackler at the same time.

Learn to dribble at two speeds, so that your change of pace will give you a weapon against your opponent. Shoulder and feet fakes enhance the dribble.

Heading: Many times during a game, the ball will approach a player head high. The opportunity to

(Continued on page 81)

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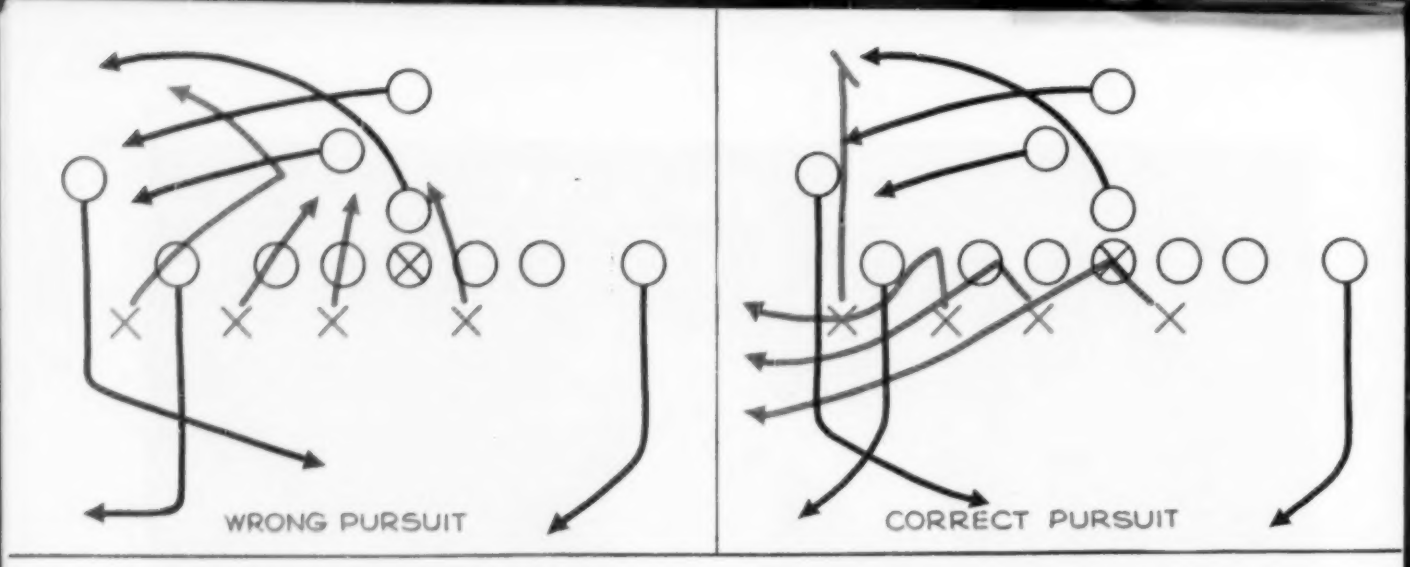


Diag. 1, wrong and right methods of pursuit against an optional run-pass series off a roll-out.

Watch That Angle of Pursuit!

By JOHNNIE GOLDEN
Hanford (Calif.) Union High School

EVERY season, following the defeat of some outstanding team, the losing coach will be sure to moan, "It's back to fundamentals for us."

The fundamentals generally referred to include blocking, tackling, running, kicking, and throwing. Seldom do you hear the term, "angle of pursuit." And yet this defensive essential is bungled more than all the other game fundamentals put together.

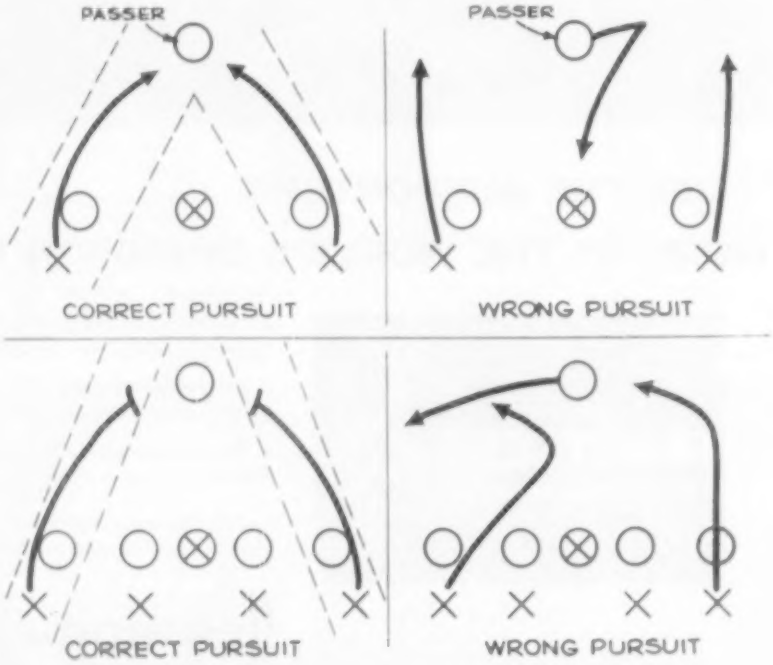
Pursuit may be defined as a planned system of converging upon the ball-carrier which enables the defense to (1) stop the man from going all the way, (2) set up good tackling angles, and (3) gang tackle. Though tough to teach, it must be impregnated into the overall defense. Otherwise the coach will will never be able to defense all the offenses he'll be called upon to face.

Since the essentials of pursuit are too complex for explanation in a single article, this discussion will be limited to the more common pitfalls to avoid. The one thing always to keep in mind is that the greatest error lies in the player failing to follow the ball after executing his first duty.

In one of my scouting assignments last season, my instructions called for a complete analysis of an optional run-pass series used by a particular coast college team. This maneuver emanated from a roll-out pattern that had instrumented seven straight wins coupled with an average of five touchdowns per game.

The charting of this pattern offered a simple operation for any scout. However, after witnessing three completed passes and one long run, all in the first few minutes of play, I decided to inventory the opponent's defense. Almost immediately I had the answer to the play's success. The offense had been heavily assisted by a glaring error in the defense—improper angles of pursuit.

Diag. 1 explains why this option play was so dangerous and how correct pursuit might have checked it. As you may note in the "wrong" illustration, the end constantly charged the qb carrier at the wrong



Diag 2, right and wrong ways of rushing the forward passer.

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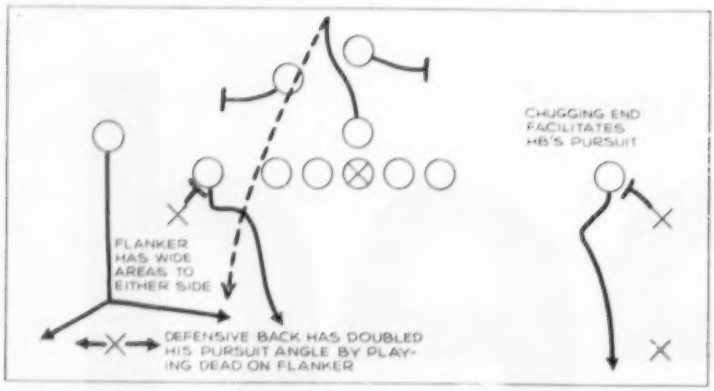
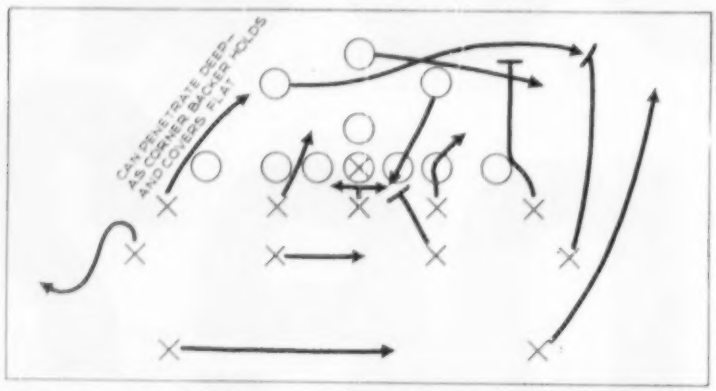
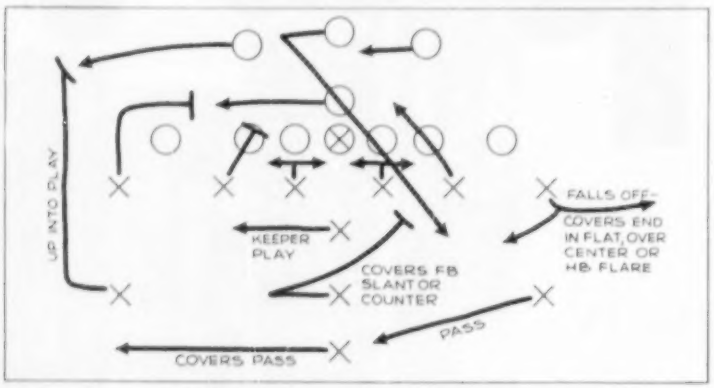


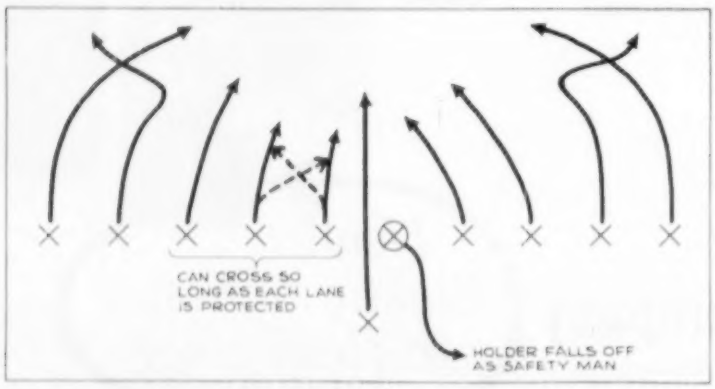
Diag. 3, poor defensive half position (head-on) against a flanker.



Diag. 4, good 5-4 defense against outside runs and optional passes.



Diag. 5, a practical variation of the straight-line type of defense.



Diag. 6, a simple but efficacious method of covering the kick-off.

angle. So that once he did diagnose the play and tried to recover, he was always trailing, leaving the qb free to run or pass. The interior linemen erred by over-penetrating. The safe rule for them is: "Penetration to a minimum for safe pursuit."

The "correct" pursuit shows the end driving straight up into the path of the runner. This places the commitment on the offense, forcing the qb to throw sooner, longer, or without being set. Any of these moves affords the deep defenders better coverage opportunities. If the qb decides to run, he now has more ground to make up and has the sideline operating against him. Note also how the interior linemen, after their initial charge, use minimum penetration and angle accordingly.

Diag. 2 shows the right and wrong way of rushing the passer, another weak link in many defenses. The correct technique calls for rushing him through a lane or a path. Such charges prevent the passer from getting to the outside and throwing, or from using the option run.

Notice that where lanes are not employed, both tackles trail the play to no advantage. The guards, charging to the outside, permit trap holes and open the way for the passer to fake and run up the middle.

Errors of pursuit were very noticeable in several of the professional games I covered last season. Three of the 49ers losses, which knocked them out of the title, were due to last-minute passes wherein the defensive men hindered their own angles of pursuit.

Most of the damage occurred when the opponents set out a flanker and the San Francisco club played their defensive man right on line with him and often, too close. **Diag. 3** shows this alignment and the advantages offered the offense.

By playing dead even with the flanker, the defender allowed him ample room and angle to flare to either side and still be ahead of the play. In this situation, the defensive man should have played to the outside of the receiver to lessen his breaks to either side. If the flanker set on or close to the sideline, then the defensive man should have played to the inside to prevent an inside flare. In this case, the defensive man could make the adjustment as he had the sideline working in his favor.

Another fault in these games was the failure to chug or hold up the ends in passing situations. Such action, which was never used, would have delayed and changed the intended route of the ends. This chug-

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ging would have afforded the deep defenders added time in determining the path of the receivers.

The angle of pursuit is a "must" with every individual in a defensive unit. The wrong pursuit taken by any one member can open the door to the all-the-way play. An example of individual importance is emphasized in **Diags. 4** and **5**.

Here we have variations of two team defenses, a 5-4 setup and the "straight line" defense, sometimes called the "I" defense. The straight line defense, based strictly on correct pursuit, has been most successful in stopping the ever dangerous Split-T offense.

In the 5-4 **(Diag. 4)**, designed to meet outside runs and optional passes, the key lies in the corner linebacker charging hard into the path of the play, making the offense immediately commit themselves. The end, after chugging the offensive end, moves straight up into the play. The inside linebacker to the side of the play has one pursuit lane . . . to handle the "dive" man.

Most 5-4 defenses have their corner backers floating with the play, hand fighting interference. Such action provides the backer very limited angles of pursuit and merely holds up aggressive action.

Diag. 5: In this variation of the straight line defense, notice the pursuit angle of each player. The left end must get across the line and fight his way to the qb if he continues to slide. The tackles smash to the inside and the guards play square to have pursuit to either side.

Middle linebacker plays the qb for the "keeper" play, while the backer behind him plays the fb wherever he goes. Hb to side of play drives right up into the wave. A miscalculation in any of these pursuit lanes could cause disaster.

In this offense-minded era, with coaches going all out every chance they get, considerable caution must be exercised on the kick-off. Since an individual error can produce a quick six points for the receivers, the defense must adopt, maintain, and protect the individual running lanes.

Here, again, we return to the angles of pursuit. The dangerous lanes, or pursuit angles, must be assigned to the men with enough speed to cover them, whereas the angles of shorter distances and least resistance must be and should be delegated to the slower men.

Diag. 6 illustrates a simple kick-off alignment. The outside men go for the ball, while the ends flare to cover sideline returns and reverses. Since most receiving systems number the kickers-off, it's a shrewd idea to cross men on them. This will complicate their blocking assignments.

Even if the kicker doesn't use a holder, one man—the best tackler on the team—should fall off as a safety man.

•

Motivating Your Intramurals

(Continued from page 24)

further progress toward our goal of 100%.

At the outset of our program, three sports were offered. They were touch football, basketball, and softball. We have since enlarged our program to include track, volleyball, ping-pong and coed bowling. From a limited schedule, we have developed a full continuous program embracing the entire school year.

The fact that our school doesn't engage in interscholastic athletics enables each director to devote maximum time and effort to the betterment of the intramural program.

In summary, we'd like to list the factors which (in our opinion) are the most successful in developing a good intramural program.

1. Total participation as the prime objective.
2. P. E. directors furnishing maximum support and leadership.
3. A varied program to meet the needs.
4. Ample publicity throughout the school year to maintain a high level of interest.
5. Adequate sources of information—good bulletin board or public address system, etc.
6. Some form of homogeneous team selection necessary for good unity, i.e. home room or social studies classes, etc.
7. An award system based on participation.
8. An accurate and simplified method of recording participation and of earning points.
9. Regularly scheduled activities.
10. Some method of total school recognition for intramural award winners.
11. Support and encouragement of the intramural program by the entire faculty and administration.

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Use of Movies to Improve Blocking

By **MARVIN MOOREHEAD**
Upper Arlington H. S., Columbus, O.

COACHES agree that mental attitude and desire comprise at least 50% of winning football. Since these factors play such a prominent role in the game, the wise coach will devote considerable thought to them. He'll plan to stimulate "desire" just as carefully as he designs his blocking and tackling teaching.

One of the best and most modern ways of doing this is through a movie grading system. Over the past ten years, the filming of high school football games has become commonplace. At Evanston, we've used our movies much the same as other schools, i.e., scouting of opponents, correcting individual faults, general study of football, showing to boosters and the student body, and observation of game strategy.

In addition to these, we're now grading the performance of our offensive linemen. These grades are used to compare the efficiency of blockers and *to spur our linemen to greater output.* Just as a track athlete will knock himself out in attempting to lower his time a tenth of a second, a football player will extend himself to the limit to improve his blocking grade.

Let's look into the mechanics of our simplified grading system, and see how it can be applied toward improving mental attitude and desire.

The grading of movies certainly isn't a recent innovation. However, most grading systems are too complicated and time-consuming for practical use by a high school staff. The grading system must be simple and at the same time produce a valid result.

Some of our ideas have been borrowed from other coaches, particularly Sid Gillman, Los Angeles Ram coach. Most of our system, however, has developed from trial and error at Evanston Township High School. Our grades offer a reliable index to blocking efficiency, and one man can grade an average game in four hours.

Since our grading system is designed for simplicity and reliability, we assign the scores on the basis of whether the boy does his job and with 100% effort. We do not grade technique. If the boy completes his assignment at top speed, that's good enough for us.

Each lineman (except ends on pass patterns) is graded for each play he is in the game. The following table of values is used:

3 . . . Assignment OK, good try, and and a good block or a good attempt on downfield block.

2 . . . Assignment OK, good try, and a good block but opponent slipped away and was able to join in pursuit.

1 . . . Assignment OK, good try, poor block (opponent did not make tackle but was able to get arm on ball-carrier or forced ball-carrier to vary his path).

0 . . . Didn't know assignment, poor effort, or missed block.

* . . . *Second effort* (3 point bonus): good job on assignment and then got somebody else.

- . . . Not in game.

X . . . Ran out of picture.

The score for each play is entered on the grade sheet shown in the illustration. The blocking grades are then figured the same as a batting average, i.e., the possible points (times at bat) are divided into total points accumulated (hits).

The team will progress the farthest when each individual is delivering this maximum potential co*ordinately* with his teammates. Our use of blocking grades should not be construed as encouraging individual accomplishment above team accomplishment. What we're attempting to do is motivate the offensive lineman within the group framework to further team success.

The grade sheet and table of value are posted on the team bulletin board. This enables the players to see how each effort is scored. It's sound pedagogy to let the players see the coaches' evaluation of each assignment. The boys soon learn that they're required to produce every second of every play, and that they'll be graded on that basis.

In addition to the grade sheet, the blocking grades are also posted on the bulletin board. The players are ranked according to scores. The boys at the top are recognized as "linemen of the week." The ones at the bottom are stimulated by their teammates and their own egos to make the select group in succeeding weeks.

Downfield blocking is one of the most difficult phases to sell to high school boys. It's discouraging to run from 20 to 30 yards time after time, throw a block, and then see the ball-carrier tackled in the vicinity of the scrimmage line.

(Concluded on page 44)

OFFENSIVE LINE GRADES, OAK PARK VS. EVANSTON

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Play Number →	S 49	S 28	S PASS 28	S 30	S 49	49	31	49A	49	23	23	28	37	49	PASS 49	30W	23W	PASS 28
TEMPEST LE	3	X	X	2	0	3	3	2	1	3	3	0	3	3	X	2	3	X
GOODHART LT	3	X	3	3	1	2	0	3	3	3	3	0	3	0	3	3	3	2
WADLINGTON LG	3	X	X	3	3	3	3	3	2	3	3	0	3	3	3	3	3	3
POTTER C	0	3	0	3	0	3	3	3	3	3	0	3	3	2	3	0	3	3
FULTON RG	X	X	3	2	3	2	3	X	X	3	3	3	0	3	3	3	3	3
ANDERSON RT	0	2	3	2	X	2	3	X	X	3*	3	3	0	3	3	3	3	3
KETCH RE	X	X	X	2	X	2	3	0	X	3	3	0	0	0	X	3	0	—
POND RE	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	X

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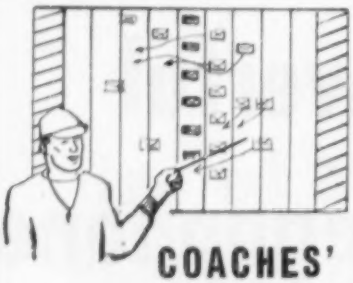

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One of the major advantages of blocking grades is its stimulus upon downfield blocking. As you can note in our table of values, we reward a boy with a perfect block if he gets downfield as quickly as possible and makes a legitimate attempt to get his man. Since the defensive back has time and area to maneuver, it's unfair to expect your blocker to hang a picture block in the secondary every time.

We hope that our blockers will knock the secondary down. But if the effort is made and the defense is forced to *retreat one step* to avoid the blocker, that is sufficient to give our ball-carrier the advantage.

With movie grades, a coach can eliminate the downfield loafers in the quickest and most efficient manner possible. If a downfield blocker is on his feet when the whistle blows, he receives a grade of 0; if he is down after throwing a block, he receives a 3. Your linemen will soon see that hustling downfield is an easy way to improve their blocking grades.

"Second effort" is a characteristic of a good lineman. When a lineman develops to the point where he's so hungry to knock somebody down that he continues looking even after he has completed his assignment, then you have a 100% ball player.

We feel that "second effort" deserves special consideration in our grading system, and we award a bonus three points for it. For grading purposes, it's counted as a "hit" but not as a "time at bat." This places a decided premium on "second efforts."

We prepare a special list of "second efforts" after each game and post it in a conspicuous place. If there's a single value in emphasizing this factor, it lies in the aggressiveness it inspires.

Players realize that they can knock down quite a few opponents in the five to ten seconds a play is "alive." Two years ago, we had a lineman complete a "triple effort" . . . aggressiveness personified. The past season our team averaged six "second efforts" per game.

Finally, in an effort to improve mental attitude and desire in our linemen, we present an award to the player with the season's highest cumulative blocking grade. This adds importance to our weekly blocking grades and gives our best lineman a pat on the back at the end of the year.

Praise and recognition mean just as much to a lineman as to a back, yet he seldom gets them. By utilizing the movie grades, a coach can give credit, on the basis of tangible evidence, to the offensive blockers for their contribution to team success.

Two years ago, our outstanding lineman received an overall grade of 69%. The past season we had five regulars who surpassed this mark; the highest boasting a 79%.

Many factors were involved, of course, but I'm confident that our improved blocking was partly due to our boys trying to improve their blocking grades. Four hours a week is a small price for such rich dividends.

•

Prevention of Ankle Sprains

(Continued from page 28)

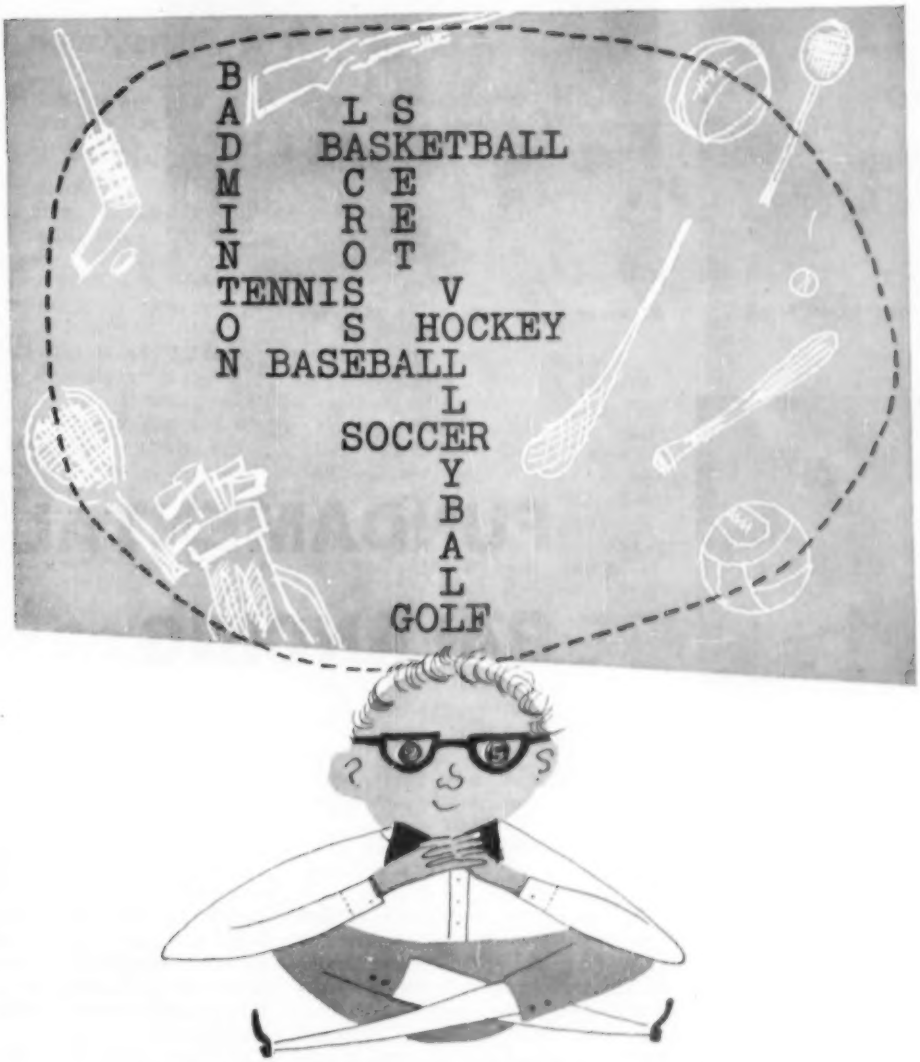
Continue wrapping the figure 8, making sure that the surfaces of the calcaneous and the malleoli are completely covered. To finish bandage resume the circular motion and end about 4 inches above the ankle joint.

SUMMARY AND CONCLUSION

We can say that nature has provided its own warning system for ankle injuries. In thinking of the actual anatomical structure of the ankle, it's obvious that it is a fragile joint easily susceptible to injury. The coach, though tempted to do more, must remember that his role is to do nothing more than apply first-aid. Any further diagnosis or treatment is properly in the field of medicine and belongs to a doctor, who can, if he wishes, delegate responsibility for treatment to an experienced physical therapist.

However, a vital part of the coach's responsibility is to make certain that the proper steps are taken to prevent reinjury. Conditioning exercise and strapping are effective methods of protecting ankle joints. The Gibney technique is possibly the best strapping method, whereas an elastic bandage is recommended for the ankle just injured and serves to stop the swelling and eventually help the healing process.

It's the duty of every coach and trainer to familiarize himself completely with all aspects of ankle injuries. In so doing he assures—better teams, greater participation, and stronger athletes.



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I, Squat Head and Hand Balance

II, Squat Hand Balance

III, Single Squat Knee Hand Balance

FUNDAMENTAL BALANCING

A SAFE, challenging activity that requires no special equipment and is adaptable to large classes, balancing fits perfectly into the gym program. It develops strength, coordination, and poise and provides a fine outlet for youngsters' excess energy.

What makes it even more attractive is that it is easy to teach. Following are several basic laws or concepts which will enable students and instructors to approach their balancing problems with added insight and understanding:

1. The higher the center of gravity, the more difficult the balancing. Example: Head balancing is difficult for the learner, due to the amount of weight high in the air—a high gravitational center. Squat balancing is easier, due to the low center of gravity—which increases stability. Squatting is easier than standing. Watch any baby!

2. The amount of success is usually in direct proportion to the size of the base. Example: During a handstand, the hands should be approximately shoulder-width apart. If the base is wider, the arms are going to be slanted to the shoulders and more strength will be required to hold the balance.

3. The *shape* of the base is also related to success. The triangular base is one of the most stable forms of support known in engineering. This concept also applies in balancing. The hand balance (straight line), for example, is a form of unstable equilibrium, while the head balance is a form of stable equilibrium.

4. The most important combination of factors in balancing seems to be: (a) as low a center of gravity as possible, (b) the size, form, and placement of support. The nearer the center of gravity is to the center of the mass, the more stable is the equilibrium. This plus the fact that lowering the center of gravity makes for stability can be applied in the instruction of neophytes.

5. Another set of factors involved in balancing is the so-called hand, eye, and ear combination. In this case, these make up the neuromuscular coordination.

Through trial and error, we teach ourselves how to balance upon our feet. We teach ourselves to know when our hands and feet are even —though we can't see them— through kinesthetic sense or muscle sense. Following this to its natural conclusion with regard to inverted balancing, we can assume that at least as much practice will be required to learn these unconventional forms of balancing as is required for the conventional forms, such as walking and sitting.

Let's see how these fundamental concepts apply to the actual stunts used in physical education classes today.

I. Squat Head and Hand Balance.

Learning Procedure:

1. Place hands shoulder-width apart (comfortable distance), fingers spread and pointing straight ahead.
2. Place elbows inside knees.
3. Place head on mat.
4. Raise feet off floor, squeeze inward with knees, and place necessary weight on head to balance.
5. Slowly lean forward from squatting position until feet are free and balance is assumed.

Physical and Mental Factors:

1. Wide, stable, triangular base.
2. Low center of gravity.
3. Center of balance (line of gravity) falls well within borders of base.
4. Maximum amount of friction due to very little forward, backward, or sideward thrust.
5. Physiological factors of eye,

By **DICK HOLZAEPFEL**, *Gymnastics Coach, University of Iowa*

Photos by Lorraine Ward; stunts by Bob Hazlett, Big Ten tumbling champ, and Stephan Carlsson, Swedish Jr. Olympic champ.

ear, and hand coordination are kept to a minimum due to low height and solid non-moving base.

6. The feeling of well-being or safety is not lost, due to lowness of stunt and minimal strength requirement.

II. Squat (Frog) Hand Balance.

Learning Procedure:

1. Place hands shoulder-width apart, fingers spread and pointing straight ahead—arms straight.
2. Place elbows inside knees.
3. Slowly lean forward until feet leave floor and balance is assumed.

Physical and Mental Factors:

1. Narrow *straight-lined* unstable base.
2. Low center of gravity.
3. Line of gravity falls within hands, but is very narrow and permits little fluctuation.
4. Maximal amount of friction with weight bearing straight down.
5. Neuromuscular coordination is well above elementary stages, regardless of low center of gravity.
6. Feeling of safeness is lessened due to unstable base.
7. Muscular requirement is high.

III. Single Squat Knee Hand Balance.

Learning Procedure:

1. Same as in number II.
2. Remove knee from elbow by placing weight on opposite arm.
3. Center balance on the two hands and opposite arm.
4. Weight centers just above knee in between hands. A combination of hanging and supportive strength is utilized.

Physical and Mental Factors:

1. Narrow base of support.
2. Very low center of gravity.
3. Line of gravity between hands —maximum on cuffs.
4. Weight bears down in an angular fashion from shoulders to hands.
5. Neuromuscular coordination is intermediate in development.
6. Feeling of well-being isn't an important factor here, due to low height.
7. Amount of strength required is quite high, particularly in shoulders and supportive arm muscles.

IV. Squat Head Balance.

Learning Procedure:

1. Place hands shoulder-width apart, fingers spread (cover maximum area) and pointing straight ahead (movement is most likely to be back and forth).
2. Assume a position as if starting in track.
3. Place head squarely on top of mat (get maximum spinal alignment and remove cervical strain).
4. Placing weight on head, raise one bent leg off floor followed by other (keep legs bent to reduce abdominal muscle necessity).
5. Leave weight center on head with hands acting as balance guides.

Physical and Mental Factors:

1. Wide, stable base.
2. Low center of gravity.
3. Line of gravity is stable but open to fluctuation.
4. Balance lost backward is unable to be regained.
5. Maximum amount of support or friction upon hands and head with weight bearing straight down.
6. Coordination involved is in elementary-intermediate classification due to balance required when body is overhead and out of sight.
7. Muscle requirements are in about same classification as neuromuscular skills.

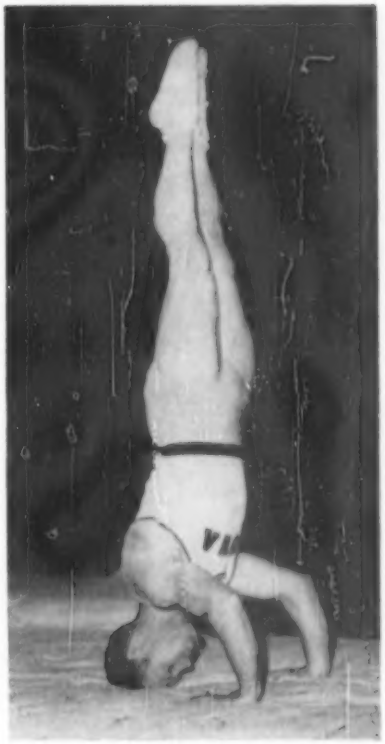
V. Pike Head Balance.

Learning Procedure:

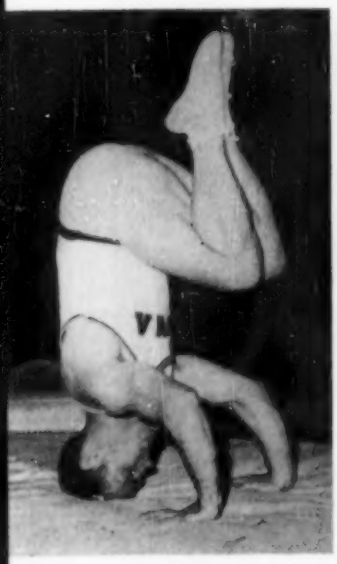
1. Same as in number IV.
2. Straighten legs to a right angle position to body, one leg at a time.
3. Keep maximum weight on head.

Physical and Mental Factors:

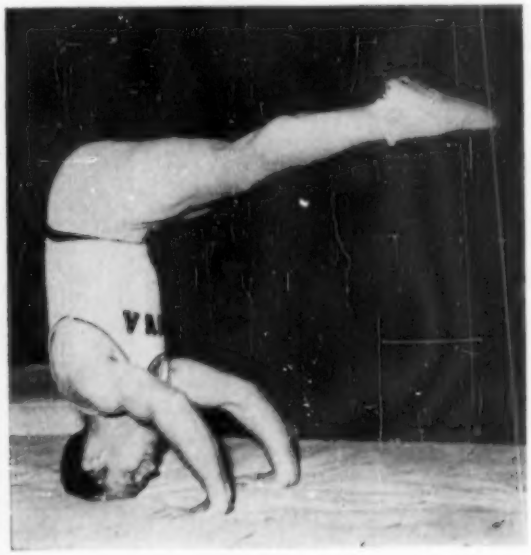
1. Same as number IV, plus—
2. Much more pelvic area strength.
3. Leg length requires additional forward placement of line of gravity.
4. Proprio-ceptor or muscle sense takes longer to develop to realize leg placement.



VI, Head Balance



IV, Squat Head Balance



V, Pike Head Balance

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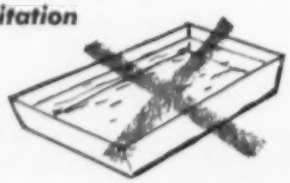

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5. Mental aspect requires bolstering due to muscular effort and added difficulty engendered by appendages protruding beyond balancing surface.

VI. Head Balance.

Learning Procedure:

1. Proceed through steps as in Squat Head Balance.
2. Raise one leg at a time to full extension.
3. Permit weight to move toward hands.
4. Arch back.
5. Keep legs together.

Physical and Mental Factors:

1. Wide, stable, triangular base.
2. High center of gravity.
3. Line of gravity centers through chest and down from ankles.
4. Full weight seems to be on skull.
5. Wrist flexion removes loss from lack of friction due to angle from shoulder to hands.
6. Neuromuscular learning is considerable, due to a combination of factors accentuated by high center of gravity and vertigo associated with inversion.
7. Confidence will be shaken due to fear of fall over backwards. This is also accentuated by high center of gravity. This can be alleviated considerably by teaching rolling method when falling.

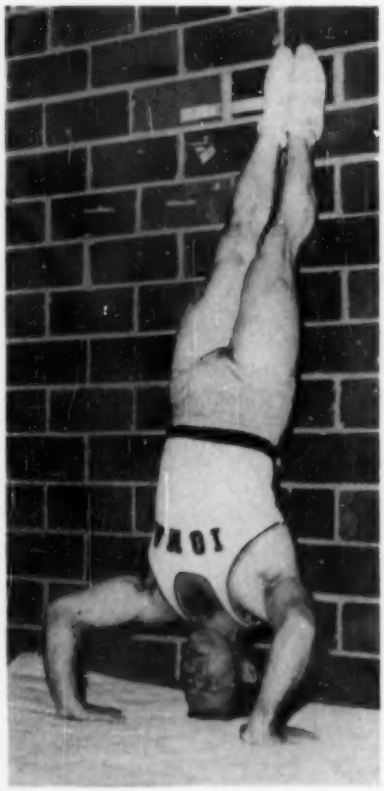
VIII, Free Head Balance

8. Muscular requirement is considerable due to necessity of maintaining an unstable balance by sheer muscular effort, plus placing appendages in position against gravity.

VII. Supported Head Balance.

Learning Procedure:

1. Use of wall as support permits student to adjust line of gravity back within boundaries of base.
2. Permits practice with safety.
3. Allows gradual muscular development within a safe medium.
4. Creates a satisfactory attitude toward learning of stunt.



VII, Supported Head Balance

IX, Forearms Head Balance

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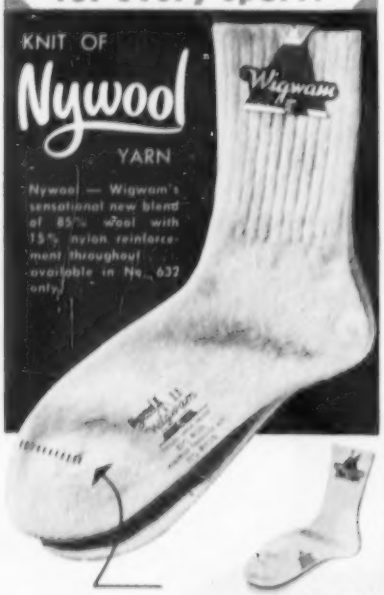

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5. Educate kinesthetic or muscle senses in inverted position, since little thought must be given to safety.

VIII. Free Head Balance.

Learning Procedure:

1. Form five-point base by placing head, hands, and feet on mat.
2. Spread legs wide.
3. Raise legs from mat.
4. Take weight on head.
5. Raise one hand from floor followed by other.
6. Legs may or may not be aided in support by hands. Hands and arms may be held wide.
7. Balance is done by shifting spinal segments, arms, and legs.

Physical and Mental Factors:

1. Very narrow base of support.
2. High center of gravity.
3. Line of gravity centers through spine to skull and mats.
4. Unstable equilibrium due to difficulty of maintaining center of gravity within borders of narrow base.
5. Maximum friction assured by direct thrust of weight on skull.
6. Balance is aided by width of arms and legs, which create inertia for balance correction.
7. Relatively high center of gravity makes balance more difficult.
8. Eye, ear, and hand or body coordination is most complicated, multiplied by narrow base and high gravitational center.
9. Feeling of confidence is fairly good and repeated attempts are spontaneous.
10. Muscular requirements to attempt stunt are fairly low—definitely out of proportion to skill required to hold steady on balance.

IX. Forearm Head Balance.

Learning Procedure:

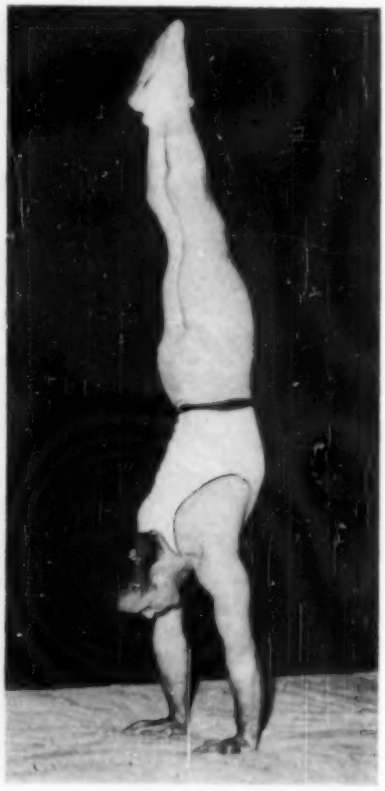
1. Place forearms and head on mats.
2. Assume position with legs as in track start.
3. Raise one bent leg followed by other.
4. Let weight shift toward head as arch is assumed.
5. Maximum weight shifts back and rests on elbows.
6. Hands and head act as guide posts to shift balance when going too far overhead.

Physical and Mental Factors:

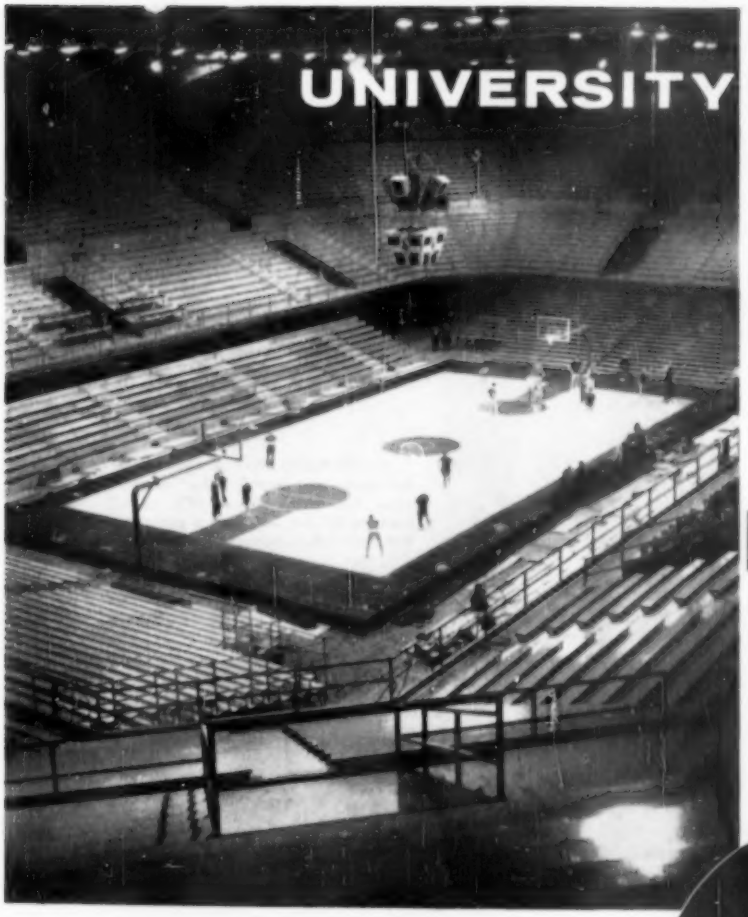
1. Relatively broad base of support.
2. High center of gravity.
3. Line of gravity centers through chest.
4. Equilibrium is fairly stable due to size of base. Height of mass makes for a constantly controlling equilibrium.
5. Maximum friction on base creates solid foundation.

(Continued on page 87)

X, Forearms Balance



XI, Hand Balance



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BERLIN BLEACHERS—EZ-A-WAY Mechanical Folding Bleachers and ALL-STEEL Portable Bleachers—were selected after careful investigation and planning by both school officials and the Kansas State Department of Architectural Engineering, as the bleachers that blended into the design and met the seating requirements of this beautiful and modern structure. Naturally, we are proud that BERLIN BLEACHERS were selected by these officials.

BERLIN ALL-STEEL Portable Bleachers met all requirements, because of unmatched flexibility, safety and general neat appearance . . . note how beautifully they blend into the general seating arrangement of this modern structure.

BERLIN EZ-A-WAY Mechanical Folding Bleachers, on either side of the playing court, are so designed to fold into compact units, and when not in use are pushed back to the walls in storage position beneath the cantilevered permanent seating above them . . . easy moveability of these folding bleachers is an outstanding engineering accomplishment.

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For full details on any or all of these products, check the respective listings under "NEW EQUIPMENT" in the master coupon on page 95.

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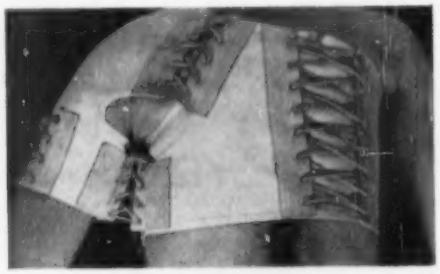
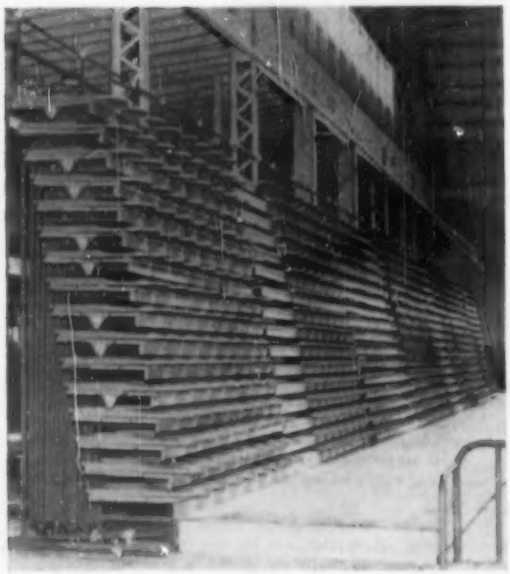
• **LIQUID HAND SOAP.** A new type of antiseptic, Huntington Labs.' degerm soap will destroy up to 97% of all bacteria on skin and form a protective film that keeps bacteria at low level.

• **TETHERBALL.** The Spalding ball features a white rubber cover, 12-panel construction, a built-in metal hitch depressed in keyhole slot, and an ample supply of white rope for attaching to pole.

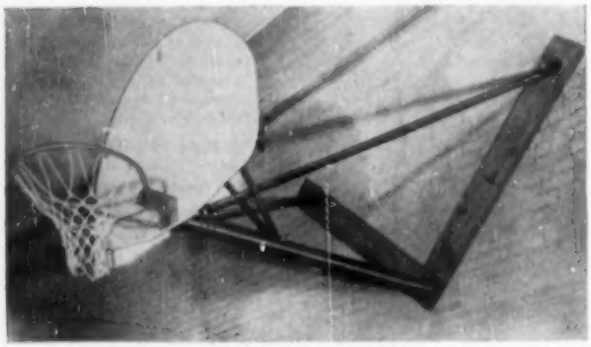


• **SHOULDER VEST.** The Orthopaedic Appliance Corp.'s C. D. Denison-Duke Wyre shoulder vest offers superb protection for knock-down shoulders, dislocations and separations. Comes in three sizes (small, medium, large), with special units for right and left shoulders.

• **BANBALL.** General Sportcraft's new game, employs every tennis stroke but is faster than tennis and requires no net or wall! Ball is tethered to an anchor with a nylon elastic band, and players take alternate strokes. Can be played anywhere.



• **TELESCOPIC CHAIR STAND.** Berlin Chapman Co.'s newest grandstand folds back into a compact unit to provide maximum floor space for other activities. When pulled out to full length, it provides comfortable seating with chairs rigid and safe. Is now being excellently used in Richmond (Va.) Arena.



• **WALL-MOUNTED BACKSTOP.** Aalco Mfg. Co.'s new V type Cent-R-Strut backstop for gym use puts greatest support directly behind point of greatest shock—where goal fastens to backboard. Tripod principle of three-point support provides near perfect rigidity. Any type of backboard (steel, wood or glass, fan-shaped or rectangular) can be mounted with this equipment. Extensions up to 10' from wall are available.

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• PLASTIC FACE HALF-MASK. The Marietta mask provides a strong, clear, lightweight bridge spanning face. A shoe cannot get between mask and chin, and it won't crush or bend.

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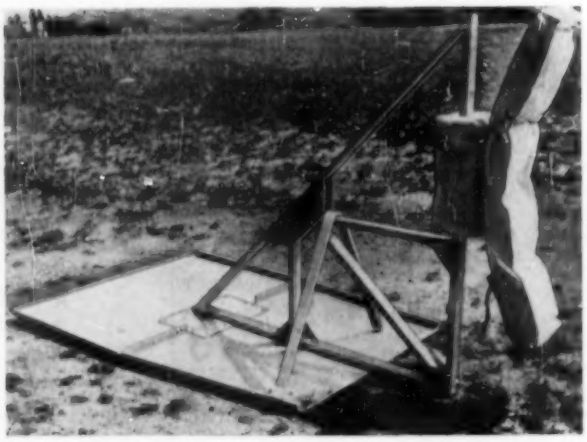
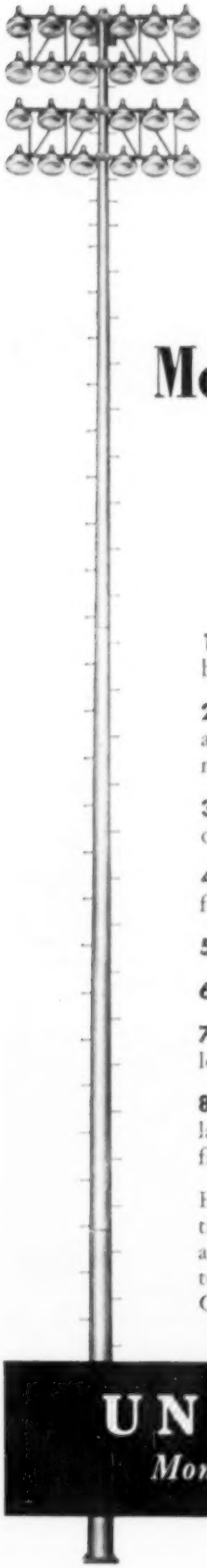


• ONE-MAN SLED. Ball & Hale's Port-A-Bloc single-unit blocking and tackling trainer consists of a wear-hardened aluminum base pan with an upright assembly supporting one or two front plates or bumpers of resilient "airplane" aluminum. The uprights are fitted with heavy-duty removable pads. Light in weight and readily portable, it folds flat for carrying. Can go with team in an automobile trunk and can be stored easily during off-season. Ball & Hale also features a two-man unit (see March 1955 "New Equipment" page) and a "do-it-yourself" unit for indoor use consisting of pad and spring assembly only.



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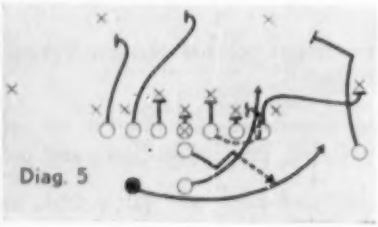
Inside and Outside Belly Play

(Continued from page 13)

our guard nor end could get a decent block on the corner linebacker. We were thus forced to set up flankers who would cause the defense to revolve or open up the corner linebacker in a way that would enable our end to obtain position for a good block.

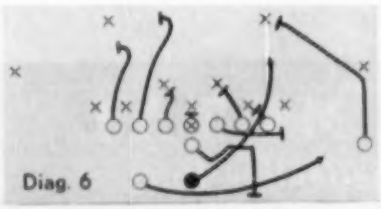
We didn't want to lose the threat of the Belly play and pass when we set flankers against the box defense, and tried to keep the blocking and faking the same. There's no change on the blocking against an odd set-up.

The series is designed so that we can run with the flanker or against the flanker. If a team doesn't revolve with the flanker, we run toward him. If a team mixes up its defenses so as to revolve part of the time, we will set the flanker and decide on the direction of play by an automatic call on the line of scrimmage. I will diagram the play using both the open and the cross flanker.

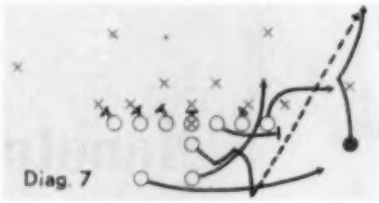

Diag. 5

If the team loosens the corner linebacker to cover the open flanker, the play would be run toward the flanker **(Diag. 5)**. The flanker does not try to block the corner linebacker but pushes him back as if for a pass, then turns in and blocks the twin safety.

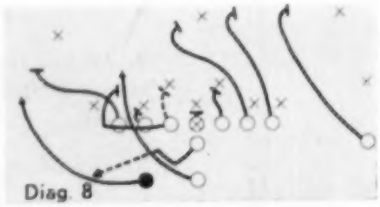
The off-tackle play can be run with any flanker set, and I will use this set-up to illustrate the blocking we use. Keep in mind that we use this same blocking no matter which flanker we have set **(Diag. 6)**.


Diag. 6

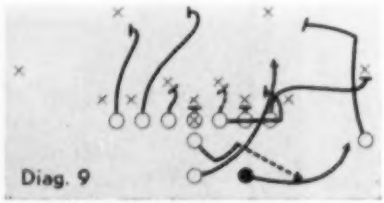
The pass from this set-up has been effective for us. Any time we find the twin safety coming up fast this pass should work. The end should go down the line just as he does on the run **(Diag. 7)**.

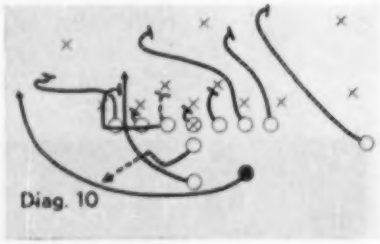

Diag. 7

Should the defense revolve with the open flanker, we would run away from the flanker with the same blocking. We do not slow down our halfback at all on this play. The quarterback does not try to ride very much with the fullback, and his lateral to the half is a two-handed affair **(Diag. 8)**.


Diag. 8

We also set the left halfback to see if the defense will revolve toward the flanker. If they do not, the play is run toward the flanker, with the flanker again pushing the corner man back **(Diag. 9)**.


Diag. 9


Diag. 10

Most of the time the defense will revolve with this flanker; consequently, the play should be run back away from the flanker **(Diag. 10)**.

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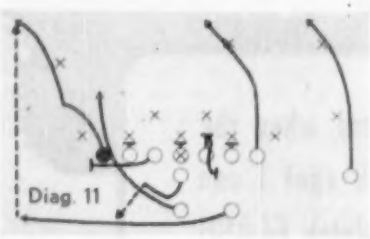
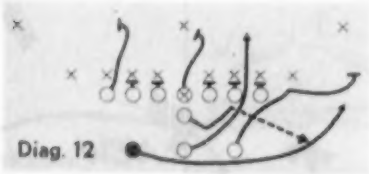
We believe this is the best way to throw the running pass. The safety man will be over toward the strong side of the formation and will have a hard time supporting the halfback. The defense must respect the pass possibility and thus keep the defensive halfback from charging up too fast **(Diag. 11).**



On short yardage and on the goal line, when a team is penetrating to stop short yardage, we need a little different blocking. We don't want to risk the danger of someone breaking through and causing a fumble, so we block straight-away on the strong side.

Also, the halfback in all probability will be up so close that the end won't be able to get to him. So we let the on-side halfback fake at the defensive end and pick up the halfback **(Diag. 12).** Because the end will usually be coming to the inside, we don't need quite as much of an inside fake.



We've found this to be very successful from about the opponents' 20 yard line, because once you get outside the defensive end, they have no pursuit. If this method is used only, the fullback off-tackle play should be used with the halfback blocking the end out.

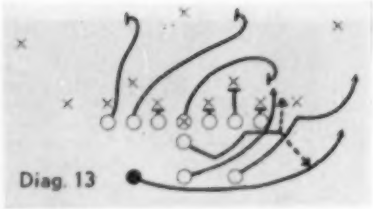
Our quarterback for next year is an excellent runner and we're concentrating on the optional play from this maneuver **(Diag. 13).**

COACHING POINTS

We have three coaching points that we like to stress in regard to the quarterback:

1. We do not want him to be in a hurry to get to the fullback.

2. The quarterback should be arm's length away from and a little bit behind the fullback to screen him (qb) from the defensive end. The impression given to the defensive end is that the quarterback is a little late getting to the fullback,



forcing the quarterback to reach desperately to get the ball to him.

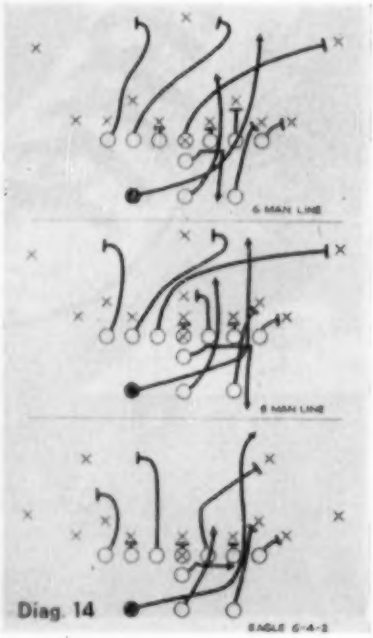
3. After the quarterback has ridden with the fullback for about two short steps, he should let his arms and head continue with the fullback, while getting in position to lateral.

We ask our fullback to drive over our offensive end, giving the quarterback a pocket for the ball with his inside arm up. The minute the ball is in his stomach, he should clamp down on it. The fullback should run as fast as possible, dropping his outside shoulder when the quarterback begins to pull the ball out.

When we give the ball to the fullback, we ask the quarterback to get close to the fullback and ride with him as long as possible, but keeping his arms in position to look as if he is riding with him.

INSIDE BELLY

The inside belly is a hand-off to the left halfback going off tackle after the quarterback has ridden with the fullback faking over our guard. This is a very easy play to operate and was the best play we had last year. We scored 11 touchdowns and averaged 9 yards a try, with five runs of over 50 yards. (See **Diag. 14.**)



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The strong-side guard and tackle block just as they would on the dive play, while the strong-side end steps toward the man over him and turns out on the first man to his outside.

The right halfback blocks the first man outside our tackle. He starts straight ahead, then reverse body blocks the man over the end. Should the man over the end be off the line, the halfback should use a straight shoulder block. His block is not difficult, since the man over the end is usually hand-fighting or trying to hold him up.

Coaching Points. The quarterback should not step away from the center before faking to the fullback. He turns to his right, rides the ball with fullback into the line, then steps out and hands off to the halfback close to the line of scrimmage.

The fullback must not be too deep or the play will be too slow. He starts toward guard, then levels off straight downfield, forming a pocket for the ball just as he does on the outside belly.

The halfback carrying the ball gets to the hole as quickly as possible. He should not run an out-and-in route, but head straight for the hole.

We also give the ball to the fullback and fake to the halfback, blocking just as we do on the hand-off to the halfback. This play will help keep the defense from concentrating on the halfback play.

•

The High School Football Brochure

IN compiling brochures on their football teams, most schools are primarily interested in *publicity*. The brochure is employed as a tool to promote the players, coaches, and schools.

Shelby (Ohio) High School employs a different approach. Its football handbook is NOT designed for the press. Its basic purpose is to acquaint players, parents, and friends with the school football program. By familiarizing these groups with the overall program, Shelby believes it can eliminate the misconceptions that frequently work hardships on individual players and thus reduce the effectiveness of the squad.

The brochure is a mimeographed 28-page job that clearly and comprehensively outlines every facet of the program, as follows:

History of Shelby football: 53-year scoring record, individual scor-

ing marks, records of Shelby and present opponents.

Northern Ohio League history, football champions, all-League teams.

Welfare of the player: Cost of medical care, insurance coverage, player and parent responsibility in case of injury, physical exams, health hints.

Awards: Letters and gold footballs, J. C. Award.

Eligibility standards: Shelby H.S., State of Ohio.

Day of Game: Pre-game time schedule, pre-game meal, individual game responsibilities.

Equipment: Cost, equipment picture changes, care of game and practice shoes, shoulder and hip pads, helmet, practice pants and shirts, white material, game equipment.

Training suggestions and *school songs.*

A moving *Game Guy's Prayer* prefaces the brochure. It reads (in part) as follows: "Dear God: Help me to be a sport in this little game of life. I don't ask for any place in the lineup; play me where you need me. I only ask for the stuff to give you 100% of what I've got . . .

"Help me always to play on the square, no matter what the other players do. Help me to come clean. Help me to see that often the best part of the game is helping other guys. Help me be 'a regular fellow' with the other players.

"Finally, God, if fate seems to uppercut me with both hands and I'm laid up on the shelf in sickness or old age, help me to take that as part of the game also. Help me not to whimper or squeal that the game was a frameup or that I had a raw deal.

"When in the dusk I get the final bell, I ask for no lying, complimentary stones. I'd only like to know that You feel that I've been a good guy."

The specific objectives of this handbook are listed as follows:

1. To explain to the boys their opportunities and responsibilities and the rules they must follow if they wish to play football at Shelby High School.

2. To acquaint the parents with the football program so that they are aware of their responsibilities as well as those of their boy.

3. To acquaint the players with the history of Shelby football.

4. To aid the coaching staff in counseling the individual players.

Judging by the results, the handbook is fulfilling these objectives more than adequately.

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EAST RUTHERFORD, N. J.

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Physical Education and Juvenile Delinquency

By KENNETH G. SULLIVAN

Physical Ed Director, Longmeadow (Mass.) Public Shools

THERE is no precise definition of "juvenile delinquency." Legally, any youth between seven and 17 years of age who commits a felonious act or misdemeanor is classified as a juvenile delinquent—though this differs slightly from state to state.

The dividing line between mischief-making and juvenile delinquency is an ambiguous one at best, and every adult can remember youthful escapades which were highly irregular by adult standards.

Be it as it may, juvenile delinquency remains perhaps the outstanding social problem of our day. And the situation appears to be worsening rather than improving. Juvenile Court Judge Philip S. Gilliam of Denver, Colo., recently predicted a 50% increase in juvenile delinquency by 1960.[1]

His reasoning concurs with that of most experts in the field. Chaotic post-war conditions, he says, are largely responsible for the increase in youthful crimes. He also scores "sloppy parenthood, inadequate schools, poor housing and untrained social workers" as additional causes for the anticipated climb in delinquency.

The judge warns that "By 1960, most war babies will have reached the delinquency age of 10 to 18. And the fact that there will be an unusually high number of these children in the population, combined with the unsettled world into which they were born, will bring about the greatest wave of juvenile delinquency the country has yet seen."

Gilliam also claims that parental discipline is the greatest checkrein against delinquency. "The finest love a parent can have for his child is to teach him discipline as a way of life. The worst thing a parent can do is to give a child material things without discipline."

Dr. Paul Popenoe, famed family-relations expert, thinks along the same line. He says, "Let's face it. Some juvenile delinquency, just like some adult crime, is always with us. We'll have to deal with it as best we can in each case. But it also leaves us facing the fact that juvenile delinquents rarely come from good homes in which a mature man and woman in love with each other are creating a good atmosphere in which to bring up their children and giving these children ideals of right conduct by example as well as by preaching to them."[2]

CURE OF DELINQUENCY

As we can readily ascertain, the problem of juvenile delinquency is a vexing one. If the causes of delinquent behavior are hard to determine, the cure is even more elusive. Moreover, as Dr. Popenoe illustrated, there is no solution to some cases. If the basic problem is a lack of maternal affection, can this be alleviated by outsiders? If the problem is one of economic insecurity, what's to be done if the father is unable to hold a responsible job?

It therefore follows that anything done to strengthen a youth's home life and his immediate environment can prove of inestimable value. It's commonly agreed that the first six years of life are the most impressionable in determining attitudes, moods, emotional stability, and the like. The home should be a pleasant place to come to and live in. The need for a nook to call one's own where one can work, study, or just be alone, is recognized as an essential of home life.

Further, the feeling of belonging and being wanted in a secure setting cannot be ignored. The home should also be a place where there's respectful and cheerful treatment of all, and to which a youth can freely invite his friends and entertain them without being subjected to any embarrassment.

Experts inform us that there's a direct relationship between substandard housing and juvenile delinquency; it constitutes a contributing factor toward delinquency, with a much greater influence on youth than on grown-ups.

Professor Sheldon Glueck and Dr. Eleanor Glueck of Harvard Law School conducted a study of 500 delinquent boys from the slum areas of Boston and of a control group of 500 boys from the same area who did not get into difficulty with the police.[3] They discovered that where a child's family life was desirable, the chances were but 3 in 100 that he would become a delinquent, while if his family situation was inadequate, the chances were 98 out of 100 that he would end up a delinquent.

The most prominent factors were: "A father whose discipline was lax or overstrict or erratic (not firm and kindly); a mother who left the boy to his own devices without provision for a healthy use of his leisure time; a father or mother who rejected the boy emotionally, and a family whose home was 'just a place to hang your hat.'"

They warned that "little progress can be expected in the prevention of delinquency until family life is strengthened by a large-scale, continuous, pervasive program designed to bring to bear all the resources of mental hygiene, social work, education, and religious and ethical instruction, upon the central issue.

ROLE OF PHYSICAL EDUCATION

While physical education and organized recreation doesn't pretend to have the answer to all that ails our youth, it does have a significant role to play. Obviously, the physical education director and recreation leader, in order to conduct successful programs, must recognize the indispensability of the home and other community agencies in this triangular attack on the problem.

In contributing toward a positive environmental influence, recreation is in a strategic position. When boys and girls are permitted to do what they want to do, they are then in their most impressionable and malleable state. What community force finds itself in a more enviable position?

[1] *The Springfield Daily News* (INS), May 22, 1955.

[2] *The Springfield Union*, April 7, 1955.

[3] *The New York Times*, October 22, 1950.

The city, which has the highest rate of juvenile delinquency anywhere, has much with which to concern itself. Modern city living is devoid of the many challenging situations normally present in rural areas. The lack of opportunity for such basic activities as hunting, fishing, hiking, baseball, football, and camping, has created a real void. By eliminating the chores that are commonplace in country-living, the city leaves our youth with enforced leisure and limited opportunities to take their place.

To quote Hollingshead: "The adolescent's ambiguous position in the society may be a product of the loss of function for this age group in our culture. The increasing expectancy of life coupled with the harnessing of physical energy and the development of mechanical techniques on the farm and in industry have turned society from the direct dependence on the adolescent in the productive process." [4]

City life is notoriously lacking in challenging and adventuresome outlets for our youth. With the value of land at a premium, the availability of adequate space for adventure is conspicuous by its absence.

Isn't it just as natural for a youth to steal second base as it is to steal fruit from a stand? So often, the stealing stems from the challenge to take something without being caught rather than from a genuine desire for the apple or banana being pilfered.

Objective evidence of the value of well-directed and adequately equipped playgrounds and community centers in lowering crime incidence can be gleaned from the following:

As early as 1907, Allen T. Burns, a social worker, discovered these facts from a survey: "To provide a probation district with adequate facilities is coincident with a reduction of delinquency from 28% to 70%, or 44% as an average." [5] He contended quite objectively that delinquency is very largely a matter of inadequate play facilities and leadership, and that this recreation need rises proportionally as living conditions worsen.

Judge E. J. Marks asserts that owing to the opening of playgrounds in Anaheim, Calif., in 1924, juvenile delinquency decreased 70% during the first six months in 1925 as compared to the same period in 1924.

District Attorney Fox, who supervised a certain Philadelphia district for a five-year period before playgrounds were opened and for a similar period afterward, maintains that the period of supervised recreation showed a decrease of 50% in juvenile delinquency as compared to the previous period.[6]

Truxal lists the following cities in which a great decrease in delinquency was noted after play areas were insti-

[4] Hollingshead, A. B., *Elmstown's Youth*, New York: John Wiley and Sons, Inc., 1949, pp. 149-50.

[5] Burns, A. T., "Relation of Playgrounds to Juvenile Delinquency," *Charities*, Vol. XXI, pp. 25-31.

[6] Weir, L. H., Parks, *A Manual of Municipal and County Parks*, p. 11. New York; A. S. Barnes and Company, 1928.

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tuted: Toronto, approximately 100% decrease; Knoxville, 50%; Visalia, Calif., 80%; St. Louis, 50%; Binghamton, N. Y., 96%; and Leominister, Mass., 53%.[7]

Map studies of the various cities surveyed by Truxal show less delinquency in the playground neighborhoods than in other sections of the city. Case studies furnish similar indications of the effect of recreation on delinquency. The National Recreation Association cites numerous instances showing how the installation of recreation facilities with trained leaders decreases youthful crime.

Like most worthy endeavors, however, recreation also shows some negative aspects with regard to delinquency reduction. For one thing, the effect of proper recreation facilities and staff hasn't proved as great as was anticipated.

At least two negative factors must be recognized. Very often the recreation center or settlement house doesn't appeal to the delinquent-disposed child, or for some reason it may even be anathema to him. The child with no physical skills or who is very shy may see the recreation center as just another source of discomfort and embarrassment. In the writer's 14 years of experience, the only case of vandalism to athletic facilities was performed by a boy in this category.

[7] Truxal, A. G., *Outdoor Recreation and Its Effectiveness*, pp. 119ff and 124ff. New York: Columbia University Press.

If the previous opinions and findings are to be accepted as valid, it cannot be assumed that the operation of recreation centers and playgrounds alone was responsible for the decrease in delinquency; associate studies might reveal many other factors in each city.

However, the studies to date seem to indicate that the presence of a properly organized recreation program does have a desirable effect on lessening anti-social activity. The inference is that much youth misbehavior is simply a "bursting-out" of the child's inherent desire for action—a sort of "safety-valve" explosion applied in the wrong direction.

The more this action is repressed or undirected, the more extreme is the eventual outburst. Stealing, breaking windows, defying the "cop," playing craps, and the like are the perversions which the child's inherent love for activity produces in congested districts without adequate recreation facilities or leadership.

The directed playground transfers the desire for action into an ambition to become a member of the team. "Bill has been so busy stealing bases this summer, he hasn't had time to steal anything else, and has not been seen in our court," one juvenile court judge recently remarked.

Optimism is another keynote of the play situation. The child who's stealing or gambling or doing things he knows are forbidden, isn't happy or contented; he's always worried and afraid of the outcome.

On the playground or in the gym, however, the youngster is free to express himself with no restraints, save those of the rules of fair play. He becomes a happy child, developing in a normal way and having an optimistic outlook on life. This atmosphere spreads to the home and assists in creating a similar congeniality there.

ADULT DELINQUENCY

Although this paper is dedicated to the juvenile problem, a few words on the adult situation are in order. Adult delinquency has also increased with the advent of increased leisure time and the strain resulting from labor conditions. So long as the working man abuses his leisure time, he's just as subject to strain as before; and in some cases, he may wind up in far worse physical condition than he ever could from working long, monotonous hours in a factory.

It must be recognized that at least 90% of the American people need guidance of some sort for their leisure time. The role of the physical education and recreation leader takes on an added degree of importance with the passing of time.

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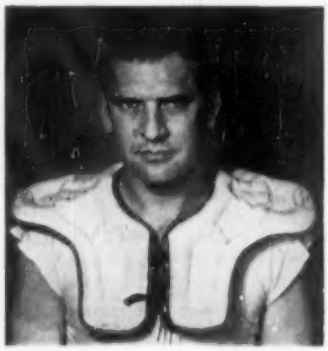

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ginning to be realized that other worthwhile results may accrue from proper physical education instruction; i.e., desirable social attitudes, character development, and individual adjustment of the child.

The child is frequently faced with adjustment problems during his period of physical development. As Spock says: "The most evident aspect of physical development is growth in body bulk. This is marked by two major waves. The first occurring in the prenatal and infant period, the second is associated with puberty; from 12 years of age in some boys, 17 in others." [8]

It's not the fact that the body goes through a period of rapid growth that promotes the difficulties. Rather, it is the pattern in which this growth takes place. Spock covers this with the following: "If physical development in all of the persons of an age followed a like pattern and took place at the same time, individual adjustment to this change might be a simple task." The child who develops faster than normal becomes very aware of his limitations. This body awareness can promote very disastrous results if not properly guided. The big child may develop a sense of over-aggressiveness; the smaller child an inferiority of attitude.

Kubie gives reference to this point by saying: "At the age of 12, one youngster may attain a size more usual to a boy of 16. Grouped with other 12-year-olds in the classroom, he may feel quite comfortable, since he isn't unlike them in the stage of intellectual and emotional development. But among the same boys on the playgrounds, he is facing a seriously complicated psychological challenge. So much larger and stronger then they are, he is potentially a bully, and the others are afraid of him. He must, therefore, either inhibit most of his normal impulses of aggressiveness or, expressing them in his big-boy modes toward his small-boy playmates, bring upon himself an unusual burden of remorse." [9]

At the same moment of physical development, the child goes through a period of emotional development. As he feels his body develop into manhood, he not only becomes aware of his body but he becomes aware of other people. This awareness brings into play social responsibilities.

The child becomes conscious of the attainments and developments of others. He begins to realize there is an opposite sex. He finds that he cannot rely completely upon his parents for all his social satisfactions. The opinions of his fellow pupils become more and more important to him. If he is puny or undeveloped and unskilled, he may well develop an attitude of inferiority and seek satisfaction in undesirable outlets.

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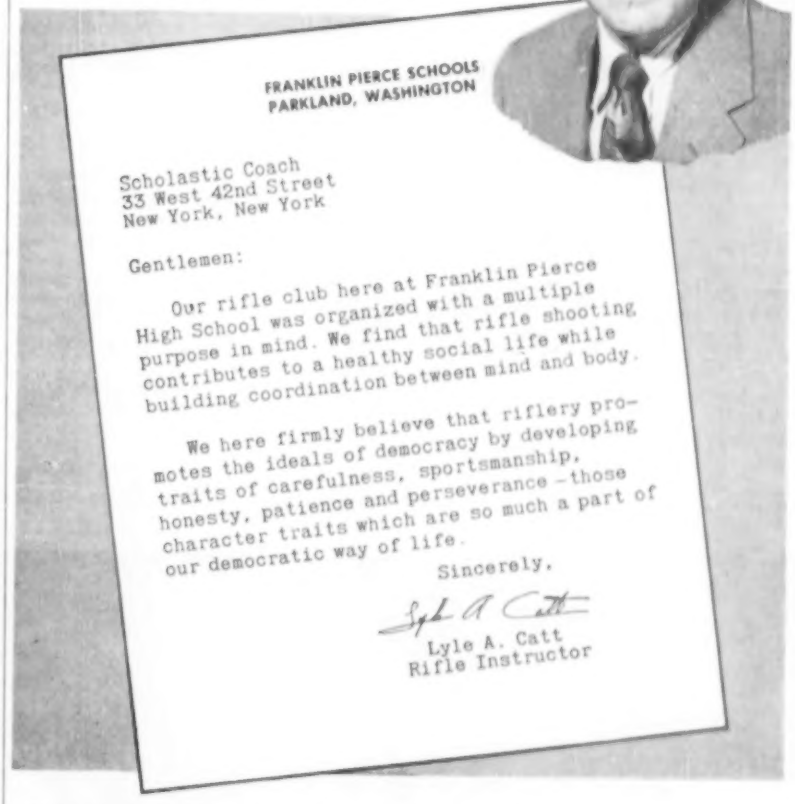
[8] Spock, B. D., *Emotion and Conduct in Adolescence*. New York: Appleton Century Co. 1940.

[9] Kubie, Lawrence, M.D.—*Emotion and Conduct in Adolescence*. Appleton-Century Co. 1940.

"Riflery is social activity and character builder, too"

writes **LYLE A. CATT**

Franklin Pierce High School, Rifle Instructor



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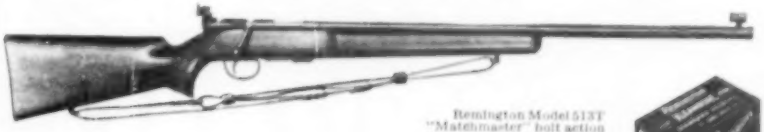

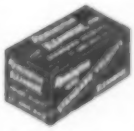

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We're just beginning to realize the value of physical education as a preventive of maladjustments due to physical differences.

As Kubie remarks on this subject, "In organized forms of bodily expression, such as those provided by the school through its physical education activities in the school and elsewhere through hiking, bicycling, camping, and skating, boys and girls frequently express their attitudes towards their bodies more freely. The satisfaction that comes from such use of the body not infrequently forms a sound basis of which the adolescent may come to an appreciative acceptance of himself in his physical change. The greater emotional security that may stem from the increasing sense of the body's adequacy in physical education plays no small part in facilitating this adjustment." [10]

Martin makes this statement, "Disesteem for the body is scarcely longer a sign of high spiritual and moral endeavor. We are learning rather that health of body is the best basis upon which to build, through which to gain moral as well as mental stature." [11]

It is believed that sound physical health is probably the most important single element in emotion adjustment. Myerson emphasizes the necessity, as do many other psychiatrists, for "a sane mental hygiene, involving especially wholesome physical surroundings and plenty of opportunity for play." [12]

The Canadian National Committee for Mental Hygiene recognizes the values of physical development by the following report: "Everyone admits that good physique, good health, good habits of eating, sleeping, exercise, elimination, make the attainment of a wholesome personality much easier." [13]

Health, physical education and recreation teachers, even though not mental hygiene experts, can, through consideration of their students as individuals and as "whole" personalities with interrelated physical and emotional problems, play a significant role in the detection of these emotional problems. They can help with the all-around adjustment of their students, and take an important part in the school guidance program.

Latarjet of France, in a very scholarly paper read before the International Olympic Conference at Los Angeles in 1932, recites interesting experiments where subnormal and delinquent children have shown surprising mental progress when their intellectual work was decreased and where the time thus saved was devoted to a regimen of physical education and athletics.

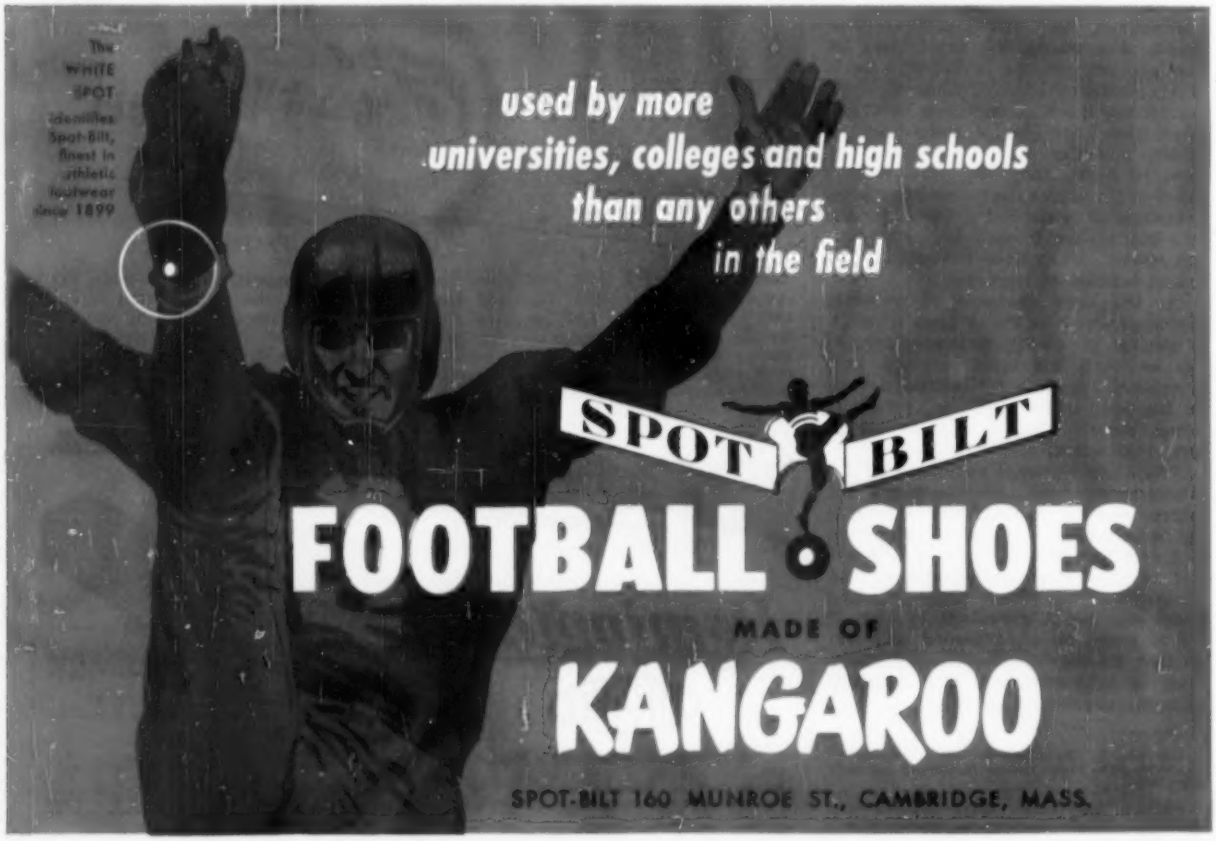
In his words: "We soon noticed, in less than three months, not only an improvement in the children's physique, a curve of normal growth, but also surprising intellectual progress; improvement of attention and memory; apparent and moreover surprising improvement (but to be explained by the neuromuscular improvement) in writing and drawing; and finally improvement in character, a fact which greatly astonished the parents themselves." [14]

DISCIPLINARY SUGGESTIONS

In back of every successful venture, no matter whether it's running a hot dog or a multi-million dollar business, is outstanding leadership. This factor is particularly important in the fields of physical education and recreation. The teacher or leader is expected to symbolize the desirable traits he's seeking to encourage in those under his charge.

His most effective teaching in this regard is through concept rather than precept. When he imposes discipline, he should impress the reason (the "why") on the recipient's mind without losing his composure so that it approaches the personal level. Where the leader loses control of his temper, the issue at stake is lost and the personality clash becomes the dominant factor. It goes almost without saying

[10] op. cit., p.9.
[11] Martin, Herbert. *Formative Factors In Character*. Longmans: 1925.
[12] Meyerson, A., M.D. *Mental Health Through Education*. Ryan: 1938.
[13] Canadian National Committee for Mental Hygiene—Toronto: 1937.
[14] Latarjet, A. "Physical Education, Athletics, and Mental Hygiene," *Supplement of Institute of International Relations*. Los Angeles: Univ. of Southern California, 1932, p. 16.



that the punishment should fit the crime.

Consistency is another trait that is helpful in leading youths. An unwavering sense of fairness topped by a pleasing though objective manner will forestall possible accusations of playing favorites. An abiding faith in youth and interest in the welfare of each individual are also considered essential.

Furthermore, the instructor should emphasize that which the child does well rather than harp on his shortcomings. He should look for the boy's strengths rather than his weaknesses. By so doing, he can make him more aware of his strong points. He'll also be bolstering the boy's self-regard and confidence in his abilities. The boy will be more willing to initiate and try things, for a terrifying fear will not be his. He will have acquired an exploring mind unhampered by the impatient "don't."

Recognition, unfiltered opportunities, and sympathetic appraisal mark the astute leader. Criticism may be necessary on occasion. When it is, it should be constructive and stem from appreciation, with encouraging comments to grease the wheels of effort.

Physical education, like other phases of general education, is concerned with helping individuals live fully and completely. This implies that the school should provide for the development of those skills, understandings, and attitudes which will aid children in the realization of this goal.

JOY THROUGH RECREATION

A well-organized and directed program of physical education offers the best opportunity for the mass of children to develop skills and acquire those understandings essential for self-direction in recreational activities. The modern program provides instruction in a wide variety of activities to the end that participation may result in joy and satisfaction.

This is important, for individuals who aren't physically educated are apt to lose social status. Man, by nature, is gregarious, and derives satisfaction when the members of his group favorably acknowledge his contributions. In a game or sports situation, the individual who possesses a high degree of skill is usually sought after by the group.

The person lacking in skill usually senses the fact that he isn't wanted. Children, especially, sense group disapproval. This results in a psychological disturbance which isn't conducive to the proper development of the child's personality and may result in severe repercussions. The physical educator, through his corrective program, can give individual attention to these atypical children and very often change the whole outlook of what was formerly a disillusioned, introverted, and unwanted youngster.

In keeping with the purposes of education, physical education is giving more attention to the development

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of those boys and girls sometimes referred to as "physical or motor morons" or "physical illiterates." In the past, these individuals have received little or no instruction, while the favored few on the varsity teams received all of the benefits.

Far too many people look upon physical education as a "special subject." This point of view stems from the misconception that the ultimate purpose of physical education is different from that of general education. In this day all teachers, as well as all phases of education, must function in helping boys and girls develop their individual capacities to the fullest and adjust to the social environment in which they find themselves.

Physical education, as one phase of education, has a distinct contribution to make toward the personal-social growth and development of the child. It represents a phase of the educational program that provides unique situations and experiences through which social behavior, rather than antisocial behavior, can be learned and practiced.

The informal nature of the game situation tends to afford one a better insight into the character and personality of his associates. This is true because individuals react more naturally in the "heat of a game" than in the every-day life situations in which there is time for reflective action.

The wise and experienced school principal or guidance counselor will always consult his physical educator to assist in finding the true character of a student. A competent physical instructor or play leader can detect faulty behavior tendencies in their incipient stages; he can constitute a vital preventive force.

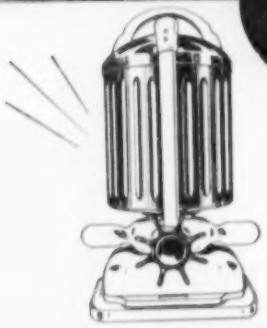
Lastly, physical education and recreation can contribute toward the corrective phase of this social problem. Here again, it can reach our youth through activities that they like most. It can offer wholesome energy and interest outlets in its overall aim at well-rounded living.

The importance of cooperative action on the part of the home and the other community agencies is mentioned again to emphasize the magnitude of the problem and the need for total action.

at home or on the road

Keep 'em in *Winning* condition

Jacuzzi HYDROMASSAGE



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1954 FOOTBALL FATALITIES REPORT

THE 23rd annual survey of football fatalities 1931-1954 as prepared for the American Football Coaches Assn. and the Football Rules Committee by the Committee on Injuries and Fatalities, Dr. Floyd R. Eastwood chairman, may be obtained free of charge from D. O. (Tuss) McLaughry, Secretary-Treasurer, The American Football Coaches Assn., Box 1083, Hanover, N. H. The report appears in printed form and is illustrated with excellent tables and graphs.

Physical Education Class Projects

IN keeping with the modern educational trend toward class projects, every physical education student at Henry-Senachwine H.S. in Henry, Ill., is given an opportunity to participate in a project each semester.

Projects are emphasized for two reasons: (1) to augment class activities and objectives, and (2) to provide opportunity for learnings through indirect methods outside the class environment.

At the start of the school year, all students are assigned to squads by means of the McCloy Classification Index and physical fitness standard scores. The availability of projects and the procedure by which they can be undertaken are then explained in a physical education orientation session in the classroom.

The students are permitted to choose their own project, but it must be completed at the end of a specified time. They can work on it any time outside their class period—after school, before school, during a free period, or on a holiday or Saturday.

SAMPLE PROJECTS

In the two years this system has been in operation, the students have contributed substantially to the school program. The following projects have been completed:

1. Digging a jumping and sliding pit for track, softball, and baseball activities.
2. Constructing standards for volleyball and badminton.
3. Painting health reminders and slogans for the shower room.
4. Refinishing equipment.
5. Constructing a horseshoe area.
6. Painting lines for the vertical and standing broad jump.
7. Marking off certain play areas.
8. Making weights for postural correction and strength development.
9. Building batting tees for softball and baseball.
10. Developing an archery area.
11. Painting lines for an outdoor shuffleboard court.
12. Repairing hurdles for track.

As you can see, such projects can prove invaluable in programs curtailed by a lack of funds and facilities. Certain problems will always be present, such as devising interesting and worthwhile projects, supervising their development and completion, obtaining faculty cooperation, and getting 100% participation.

Nevertheless, the advantages are sufficient to justify their inclusion in physical education programs.

—*Charles M. Tipton*

All-American High School Track Team

• Six national record breakers and two national record equalers are included in *Scholastic Coach's* fifth annual four-deep All-American. Twenty-one states are represented, California leading with 12 selections, followed by Texas (8), Arizona and Kansas (4 each) and New Jersey (3).

Consistency of performance rather than a single outstanding effort furnishes the basis for selection. In the listing, no effort is made to rate the boys 1-2-3-4. The four most consistent performers are simply arrayed in alphabetical order.

Honor man of the team is Eddie Southern of Sunset H. S., Dallas, Tex., who placed in three events (220, 440, and high hurdles).

1955

	Best Mark
100 YARDS	
Melvin Barnwell (Boys H. S., Brooklyn, N. Y.)	9.7
Hodges Broussard (Hebert H. S., Beaumont, Tex.)	9.6
Billy Cannon (Istrouma H. S., Baton Rouge, La.)	9.7
Kenneth Dennis (Centennial H. S., Compton, Calif.)	9.6
220 YARDS	
Billy Cannon (Istrouma H. S., Baton Rouge, La.)	21.1
Benny Dillard (Washington H. S., Mount Pleasant, Tex.)	21.3
Eddie Southern (Sunset H. S., Dallas, Tex.)	20.7**
Henry Wiebe (Newton H. S., Newton, Kans.)	21.0
440 YARDS	
Ralph Bass (Boys H. S., Brooklyn, N. Y.)	49.0
Glenn Chowins (Wetumka H. S., Wetumka, Okla.)	49.0
Eddie King (Salinas H. S., Salinas, Calif.)	48.3
Eddie Southern (Sunset H. S., Dallas, Tex.)	47.2*
Jerry White (Corcoran H. S., Corcoran, Calif.)	48.6
880 YARDS	
Ernest Cunliffe (Claremont H. S., Claremont, Calif.)	1:54.7
Mike Fleming (Poly H. S., Baltimore, Md.)	1:55.6
Bobby Mosshart (Abilene H. S., Abilene, Tex.)	1:54.3
David Scurlock (Greensboro H. S, Greensboro, N. C)	1:56.2
Bob Shankland (Union H. S., Phoenix, Ariz.)	1:54.5
ONE MILE	
Fred Kerr (West York Boro H. S., York, Pa.)	4:22.4
Tom Skutka (Morris Hills Regional H. S., Rockaway, N. J.)	4:19.5*
Tod White (Newport Harbor H. S., Newport Beach, Calif.)	4:20.0*
Naverne Wille (Columbus H. S., Columbus, Ind.)	4:23.0
120 YARDS HIGH HURDLES	
Willie May (Blue Island H. S., Blue Island, Ill.)	14.1
Eddie Southern (Sunset H. S., Dallas, Tex.)	14.1
Kenneth Thompson (Centennial H. S., Compton, Calif.)	14.1
Bill Tillman (Clay Center H. S., Clay Center, Kans.)	14.4
180 YARDS LOW HURDLES	
G. F. Alsbrook (Ball H. S., Galveston, Tex.)	18.8
Paul Lowe (Centennial H. S., Compton, Calif.)	18.9
Charles Tidwell (Independence H. S., Independence, Kans.)	18.5*
Kenneth Weippert (Toms River H. S., Toms River, N. J.)	18.7**
HIGH JUMP	
Charles Dumas (Centennial H. S., Compton, Calif.)	6-10*
Cornelius Freeman (DePorres H. S., Cincinnati, O.)	6-7
Walter Mangham (New Castle H. S., New Castle, Pa.)	6-6¾
Duane Smith (York H. S., York, Neb.)	6-5½
POLE VAULT	
Jim Brewer (North H. S., Phoenix, Ariz.)	14-2*
Ernie Bullard (North H. S., Phoenix, Ariz.)	13-6⅜
Nathan Finney (Jordan H. S., Los Angeles, Calif.)	13-7
Jerry Hren (Inglewood H. S., Inglewood, Calif.)	13-8 15/16
BROAD JUMP	
Luther Carr (Lincoln H. S., Tacoma, Wash.)	23-9⅝
Louis Watkins (Jordan H. S., Los Angeles, Calif.)	24-9¼
Preston White (Blackshear H. S., Hearne, Tex.)	23-7
Dick Williams (John Adams H. S., Jamaica, N. Y.)	23-11½
SHOT PUT	
David Coates (Culpeper H S., Culpeper, Va.)	60-2
Steve Frye (Yakima H. S., Yakima, Wash.)	59-4½
Charles Moss (Fort Smith H. S., Fort Smith, Ark.)	59-10⅛
Duncan Ward (Santa Monica H. S., Santa Monica, Calif.)	59-4½
DISCUS	
Dewey Bohling (Highland H. S., Albuquerque, N. M.)	179-9¾
Gene Cotterman (Lanier H. S., West Alexandria, O.	173-10½
Gary Merrill (Mesa Union H. S., Mesa, Ariz.)	168-9
L. J. Sylvester (Bear River H. S., Tremonton, Utah)	170-5⅜
JAVELIN	
Kenneth Barber (McPherson H. S., McPherson, Kans.)	190-⅜
Fran Cassidy (LaSalle H S., Providence, R. I.)	190-1
Louis Enos (Montclair H. S., Montclair, N. J.)	211-7½
Eldon Francis (Medford H. S., Medford, Ore.)	194-½

*Broke national high school record

**Tied national high school record

THE 1955 ALL-AMERICAN H. S. TRACK TEAM

JUDGING by the performances turned in by our schoolboy tracksters in 1955, Uncle Sam's Olympic future looks very bright, indeed. Bright? Heck, it's positively dazzling! No fewer than five individual and two relay marks were smashed into smithereens, and two other records were tied!

Leading the onslaught against time was the sensational Eddie Southern of Sunset H.S., Dallas. The Texas greyhound chipped .8 sec. off the national 440-yard mark of 48.0 and tied the 220-yard record of 20.7.

He also ran the 120-yard high hurdles in 14.1, just .1 sec. off the national standard and would have made our honor team in the low hurdles had he been permitted to compete in the event in the Texas state meet.

Other national record-breaking performances included:

One Mile, 4:19.5 by Tom Skutka of Rockaway, N.J., and 4:20 by Tod White of Newport Beach, Calif.

180-Yards Low Hurdles, 18.5 by Charles Tidwell of Independence, Kans. (18.7 record tied by Ken Weippert of Toms River, N.J.)

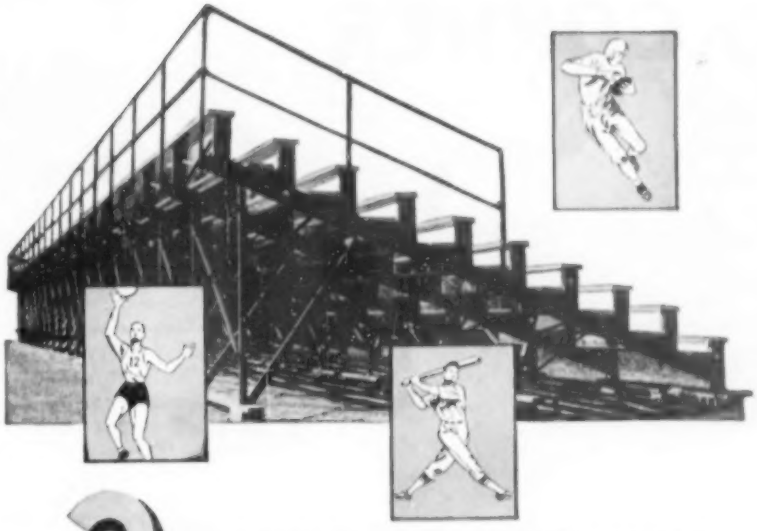
High Jump, 6-10 by the incredible Charlie Dumas of Compton, Calif.

Pole Vault, 14-2 by the equally as incredible Jim Brewer, of Phoenix, Ariz.—a high school *sophomore* no less!

The standards in two high school relay events also went by the boards in 1955. The fleet one-mile foursome from Robert E. Lee H.S. of Baytown, Tex., knocked 1.9 sec. off the 3.19.8 record it established a year ago, while the 880-yard relay team of Jefferson H.S. of Los Angeles clipped .4 sec. off the 1.27.6 national mark.

A performance also worthy of mention was the 211-7½ javelin throw turned in by Louis Enos of Montclair, N.J.—a mark exceeded only by Bob Peoples' fabulous 219' toss in 1937.

Kudos are also in order for the four athletes making the honor team for the second year in a row. They include Jim Brewer, Charles Tidwell, Eddie King of Salinas, Calif. (440), and Fred Kerr of West York, Pa. (mile).



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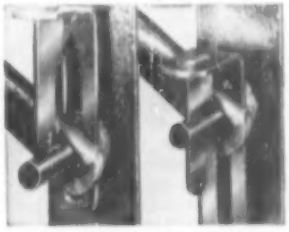

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COACHES' CORNER

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

THE Boston Red Sox's rookie infielder, Billy Klaus, was feeling pretty good about hitting a couple of homers, and Ted Williams decided to bring him down to earth.

"How many homers did you hit at Minneapolis last year?" he asked the kid.

"21," replied the rookie.

"Hmmm," Williams murmured, "I hit 21 at Minneapolis, too—back in 1938."

Billy's chest started to puff until Williams added, "And I hit 22 on the road."

Few ball players were as superstitious as the great Lefty Gomez. He always laid his glove down in a certain manner and he wanted it left that way. This annoyed his teammate, George Selkirk, who decided to prove that the superstition was ridiculous.

One afternoon he gave the glove the full treatment. Every opportunity he got, he kicked the glove, picked it up and brought it into the dugout, hurled it into the air, etc.—amid screams of anguish from Lefty.

The Yankees won the game, and Selkirk turned triumphantly to Gomez. "See," he said, "your superstition means nothing. I did everything but eat your glove and you still shut them out."

"Yeah," replied Gomez, "but before you started all that foolishness I had a no-hitter going."

The duffer carefully measured the shot and swung—producing a cavity in which Herman Hickman could have performed a handspring. The duffer picked up the huge divot, hefted it in his hand, then turned to his caddy.

"What do I do with this?" he asked.

"If were you," the caddy snapped, "I'd take it home and practice on it."

And then there was the caddy who kept looking at his wrist as the hours dragged agonizingly on.

"Why do you keep looking at that watch?" the hacker asked irritably. "Time doesn't mean anything out here."

"That's not a watch," the caddy softly replied. "That's a compass."

The excited golfer rushed into the clubhouse shouting that he had just killed his wife. "I didn't know she was behind me," he sobbed. "I started my backswing and the club hit her on the head. She was dead before she hit the ground."

"What club were you using?" asked one of the bystanders.

"The No. 3 iron."

"Oh, oh," murmured the bystander, shaking his head, "that's the club that always gets me in trouble, too."

On the 18th hole, the fellow missed a mere eight-inch putt. "How in the world could anybody miss a putt like that?" he snarled.

"Don't get excited," consoled his partner. "That cup's got a 4¼ inch diameter and the rest of the world is all around it."

The Pittsburgh Pirates of 1952 didn't win many games, but they did enjoy a lot of laughs, thanks to the never-failing wit of their first baseman, George Metkovich. One day the Giants levelled off on the Pirate pitcher and started whistling liners down the first base line. The fusillade was topped off by a tremendous grass cutter which almost took Metkovich's leg off.

That was too much for George. He looked up at Augie Donatelli, umpiring at first, and screamed:

"For cripe's sake, Augie. Don't just stand there. Get a glove and help me out!"

Having operated on Roy Campanella's hand during the winter, Dr. Samuel Shenkman attempted to perform some high class surgery on Roy's bank account. He submitted an eye-popping bill for $9,600. Naturally Roy refused to pay it.

As a witty Dodger fan remarked, "If Dr. Shenkman had billed Campanella for $400 more, he'd have gotten him for the waiver price."

Detroit was facing Washington in a game that had a direct bearing on the 1945 American League pennant race. Tommy Bridges, the great Tiger pitcher, unloosed two spit-ball strikes and Ossie Bluege, the Nats manager, started screaming to high heaven.

Umpire Bill Summers moved to the mound. "Mr. Bridges," he said, "the Washington club says you are throwing spit balls."

"Oh, no, Mr. Summers," replied Tommy, "you know I wouldn't throw a spit ball with you umpiring."

"I did not think you would, Mr. Bridges—and see that you don't."

As Summers turned to take a step back to his position, Tommy softly spoke: "But, gee, Bill, wasn't that last one a honey!"

You've got to hand it to California—the Golden State surely turns out those athletes. It produces the best tennis players, the greatest track stars, and the most ball players.

A check of the 16 big league clubs reveals that 142 players come from California. Next in line is Pennsylvania with 93. Then come New York and Ohio with 63 and 62, respectively. Illinois has 57, and Missouri, Michigan, Texas, Oklahoma, and North Carolina follow in that order with totals ranging from 50 to 23.

The Yankees and Pirates lead the California parade with 11 native sons each. Boston and Cleveland are next in line with eight apiece.

Climate, of course, is part of the answer. But not all. For example, Florida has just as good a climate—in fact, most of the clubs train there. Yet the state has produced only two players. As important as the California climate is the fact that the state has a terrific high school program.

Status quotes from that great little baseball magazine, *Baseball Digest*:

Cardinal Spellman, anent his baseball career at Fordham, where he was classified as good field, no hit: "If I could hit, I'd have been a Cardinal long ago."

Bob Feller, when asked whether Herb Score has more speed than Bob possessed as a rookie: "I don't know—I never batted against either one of us."

Nellie Fox, watching a teammate lift a towering pop fly in batting practice: "That'd be a home run in a milk bottle."

Red Barber, describing little Bobby Shantz: "He doesn't look much bigger than a bar of laundry soap after a hard day's work."

Burton Hawkins, commenting on the news that Chuck Dressen will represent an underwear manufacturer during the off-season: "As manager of the Senators, Chuck knows all about slips."

Charlie Dressen, bellowing at an ump: "Look through the holes in that mask—you're trying to see through the iron."

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big John McEwan, the bone-crushing Army tackle, walked over to Pepper. "I hear you've got three bad ribs, O'Donnell," he said. "Tell me which side they're on and I'll block you on the other side today."

And that's precisely what he did. O'Donnell played the entire game and Notre Dame won, 7-0.

Now let's jump to the Yale-Harvard game of 1922. Charlie Buell, star Harvard quarterback, came up to the big game in sorry shape. A few hard tackles would definitely sideline him. And without Buell, Harvard's chances would be nil.

In their dressing room, Yale received probably the strangest pep

Knights in Shining Helmets

(Continued from page 5)

talk in history. This is what their coach, Tad Jones, told them:

"Boys, Yale wants to win this one —but not at the expense of its sportsmanship. The first player who roughs Charlie Buell will not only be tossed out of the game, he'll be kicked off the team. That's all!"

Buell played all the way and Yale lost. But that defeat was as great a victory as it ever won.

Even the pro footballers have their knights in shining helmets. Mercy is supposed to be an obsolete word in the rough, tough pro game. But Otto Graham can tell you a story that proves otherwise.

Back about six years ago, the great Cleveland Brown quarterback came up to a crucial game against San Francisco with a badly twisted knee. He could hardly walk, and informed Coach Paul Brown he would play only if absolutely needed.

As luck would have it, the SOS came just a few minutes after the opening whistle. The starting Brown field general had been rendered *hors de combat*, and Otto was needed. He went in and played the rest of the way, leading the Browns to a 31-28 victory.

It wasn't until later that he learned that Buck Shaw, the 49ers coach, had actually ordered his team to be careful about Graham's knees. The 49ers could have ruined Otto had they chosen to—and completely within the rules, too. But even though it was a close game and they were losing, they elected to play it the Buck Shaw way—the way of a real sportsman.

As you may surmise from these incidents, coaches aren't exactly the victory-crazed martinets they're popularly depicted to be. Though the pressure on them is unfair and unreasonable, few of them subscribe to a "win-at-any-cost" philosophy. Sure, they want to beat each other, but despite all the myths to the contrary, theirs isn't a dog-eats-dog profession.

One of the fastest friendships in football—between Lou Little and Tuss McLaughry — was born one rainy Saturday afternoon in Providence, R. I. It was back in 1930. Little's first year at Columbia. He had brought his Lions northward to play Brown, then coached by McLaughry. A driving rain had soaked the gridiron and Lou instructed his boys to put on their mud cleats.

As the boys began fastening the long cleats to their shoes, McLaughry entered the dressing room to pay his respects to his rival. Tuss noticed the boys busy over their task, and turned to the Columbia coach.

"Lou," he said, "that turf will fool you. I'd suggest you stick to your regular short cleats. Otherwise the mud will slow you down. I know this turf and I'm using the regular cleats myself."

You could hardly blame Lou, who didn't really know McLaughry at

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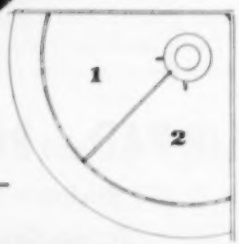

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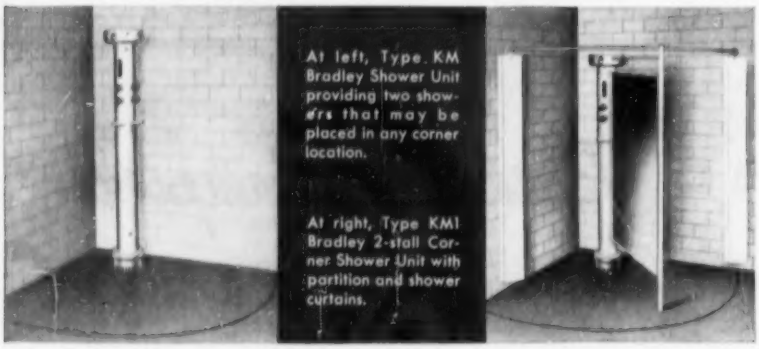

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They are offered with or without partitions, and with or without receptors to meet your needs. Transform wasted corner space to shower space this economical way. Write today for new Pamphlet CS-1050. BRADLEY WASHFOUNTAIN CO., 2281 West Michigan Street, Milwaukee 1, Wisconsin.

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the time, for being a bit suspicious. At any rate, he made it a point to wander "accidentally" into the Brown dressing room just before the teams took the field. He shot a quick glance at the Brown players and stopped short—they were lacing on their regular shoes with the short cleats.

Few people are aware of the fact that a sportsmanlike gesture by Art Luppino was all that averted a possible rupture of relations between Arizona and Texas Tech last season.

Luppino, who set a collegiate scoring mark of 166 points last year, is an idol at Arizona. And when a Texas Tech player threw a block at him after the whistle had sounded, the Arizona delegation went into a frenzy. They were convinced it was a flagrant case of dirty football with intent to maim.

After the game, with accusations being hurled in all directions and athletic officials threatening a severance of relations, Luppino stepped forward and stilled the outcry.

"Cut it out," he said. "I just wasn't alert at the time. It was a continuation play and if I had been hurt, it would have been my fault."

CRUCIBLE FOR CHARACTER

No one will deny that football is an extremely rugged, volcanic pastime in which tempers erupt, blood flows, and young oxen are rendered senseless. But it's these very qualities that make it the great game it is—a game that attracts the cream of our youth and which serves as a crucible for the formation of desirable qualities such as leadership, aggressiveness, self-discipline, respect for rules, and the ability to work within a group.

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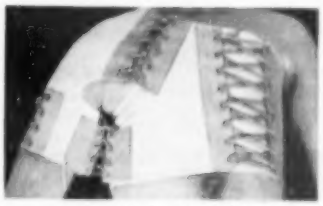

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12. Scouting the kicking game.
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16. Standards for the appraisal of talent.
17. Form and content of the talent report.

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• *WE PLAY TO WIN. By Buddy Parker. Pp. 209. Illustrated—diagrams and photos. New York: Prentice-Hall, Inc.*

THE fabulously successful coach of the Detroit Lions pours his technical soul out in this entertaining book. He puts down all the things that have seemed important to him in his 25 years as a player and coach.

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• *BASKETBALL FOR HIGH SCHOOL PLAYERS AND COACHES. By Carl C. Bachman. Pp. 112. Illustrated—diagrams and photos. Dubuque, Iowa: Wm. C. Brown Co. $2.50.*

WRITTEN by one of Ohio's most famous high school coaches, this 8½ by 11 inch book offers a basic analysis of all the components of the game.

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• *MODERN BASEBALL STRATEGY. By Paul Richards. Pp. 214. New York: Prentice-Hall, Inc. $3.95.*

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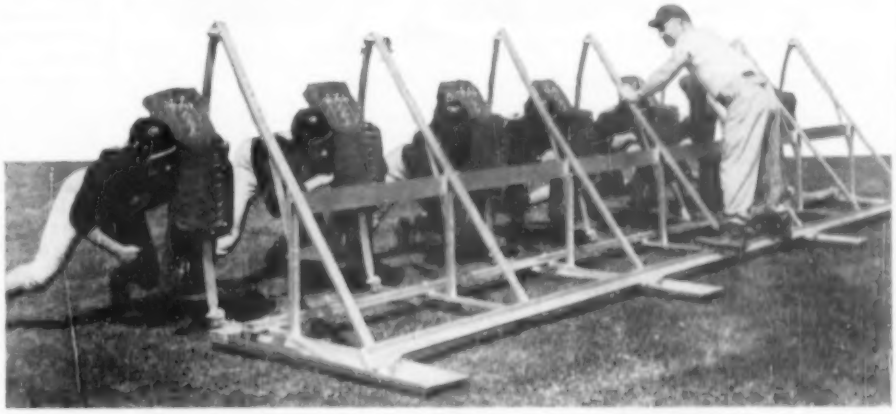

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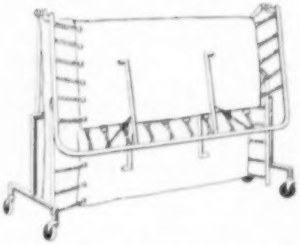

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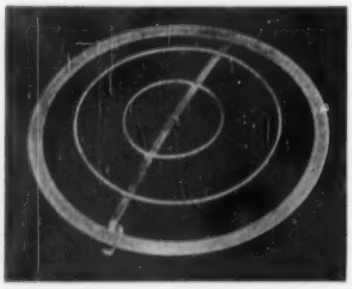

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• *GOOD HEALTH FOR YOU, YOUR FAMILY, AND YOUR COMMUNITY. By Nelson S. Walke, Nathan Doscher, and Glenna G. Caddy. Pp. 415. New York: McGraw-Hill Book Co., Inc. $4.75.*

WHILE exercise for physical fitness is an important contributing factor to good health, it's only one of the many influences. To arrive at a true concept of healthful living, it's necessary to examine each health factor in relationship to other significant influences.

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They then show the relationship of these to the attainment of health through application in daily experiences. At every point, they show that each phase of living, whether it be familial, social, or individual, is closely related to the others.

The result is a superb demonstration of the effect of total living on health and of the improvement of total living through the attainment of a high standard of health.

• *HOW TO BUILD A TRACK. By Thomas E. Jones. Pp. 80. Illustrated—blueprint drawings. Madison, Wisc.: The U. of Wisconsin Extension Division.*

AT LAST, the book that hundreds of track coaches have been waiting for—a solidly authoritative work on the construction of a standard track. Written by one of the greatest coaches in the game, Tom Jones, coach emeritus at the U. of Wisconsin, this 80-page ton of information leaves no stone unturned in telling you exactly how to lay out, build, and maintain a modern track.

Drawing from 50 years of study and research, the author details all the ABC's of selecting a site, constructing the body of the track, laying out the starts and finishes, takeoffs, runways, circles, and field area, and maintaining the track. He then offers invaluable advice on minimum requirements for high school tracks, indoor tracks, and preparations for conducting a track meet. The book is completed with fine drawings of many outstanding Olympic, college, and high school tracks.

A superb contribution to the literature on the sport, this book will soon be offered for sale at just about cost.

• *GOLF WITH THE MASTERS. By Dave Camerer. Pp. 159. Illustrated—photos. New York: A. S. Barnes and Co. $3.50.*

BOTH the golf coach and the individual golfer will love this clinical analysis of the various swings that have become identified with the cream of the current crop of pro golfers.

The exciting analysis of each swing is carried out with every club in the bag—from driver to putter—and with an acknowledged golf great handling each club. The terrific gallery of pictures, taken during actual competition at the 1954 national open and the Tam O'Shanter championships, do a fine job of illustrating the vital components of each swing.

Among the great names represented in pictures and text are Middlecoff, Sarazen, Snead, Burke, Demaret, Bolt, Hogan, Stranahan, Souchak, Boros, Littler, Ford, and Revolta.

• *FENCING TECHNIQUE IN PICTURES. Edited by C-L. de Beaumont. Pp. 95. Illustrated—photos and drawings. New York: The Macmillan Co. $5.*

A SUPERB 11" by 8½" teaching text, this book does a magnificent job of illustrating all the basic movements of foil, epee, and sabre fencing. The drawings and photos predominate the book, with each movement being graphically demonstrated and explained in terse captions. Fencing instructors and coaches should find this book an invaluable technical reference.

• *TRACK AND FIELD INSTRUCTIONAL BOOKLETS: (1) Sprinting and Relay Racing, (2) Middle Distance Running and Steeplechasing, (3) Hurdling, (4) Discus Throw, (5) Javelin Throw, (6) Shot Putting, (7) Pole Vaulting, (8) High Jumping, (9) Long Jump and Hop-Step-Jump, (10) Hammer Throwing. 75¢ each.*

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The books run anywhere from 24 to 55 pages and may be obtained in America through Soccer Associates, 10 Overlook Terrace, New York 33, N. Y.

• *1955-56 SEAL-O-SAN BASKETBALL COACHES DIGEST. Pp. 64. Illustrated—photos and diagrams. Huntington, Ind.: Huntington Laboratories. Free to coaches; 50¢ others.*

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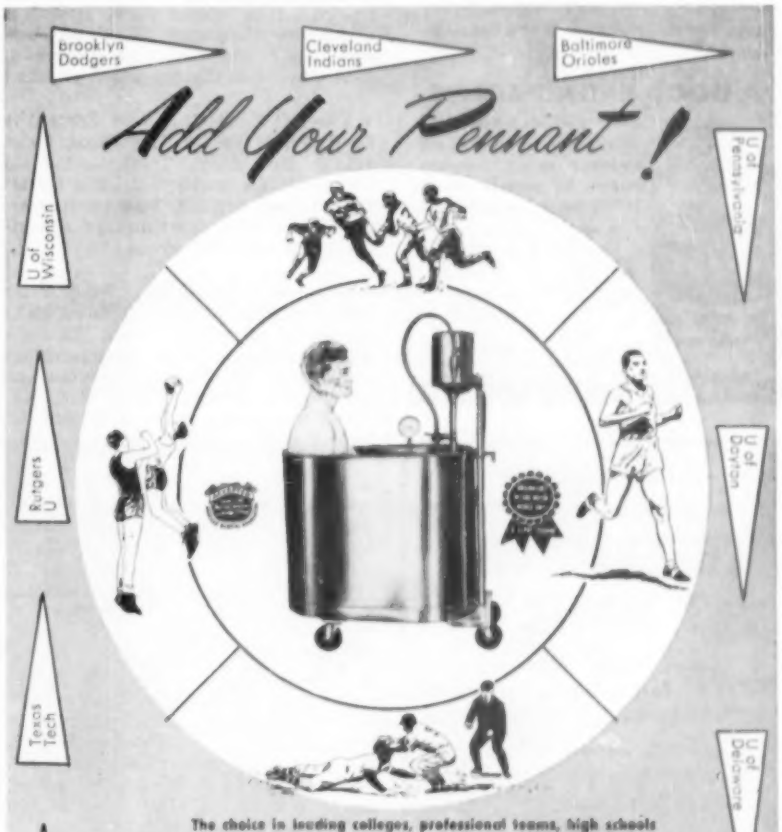

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Miscellaneous

• *1955 Official NCAA Football Guide.* $1. (Rules, records, reviews, statistics, 1954 results, 1955 schedules, other features.) Order from The National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

• *Best Sports Stories of 1955.* Edited by Irving T. Marsh and Edward Ehre. Pp. 336. New York: E. P. Dutton & Co. $3.50. (Includes 53 of the best newspaper and magazine stories of 1954, plus 30 of the top action photos.)

• *The All Time U. S. List.* Edited by D. H. Potts. Pp. 42. Los Altos, Calif. (P. O. Box 296): Track and Field News. $1. (A wonderful little record book listing the 100 best performers of all time in every standard American track and field event.)

• *Outdoor Swimming Pools.* By George D. Butler. Pp. 20. New York: National Recreation Assn. 75¢. (A basic guide including considerations in planning, basic design features, and construction factors.) Order from National Recreation Assn., 8 W. 8th St., New York 11, N. Y.

• *Know the Game: Track and Field Athletics.* Pp. 40. 50¢. (An 8" by 5½" British publication in color which beautifully details the rules, equipment and basic techniques of 14 events.) Order from Soccer Associates, 10 Overlook Terrace, New York 33, N. Y.

• *Cheerleaders Handbook.* Pp. 50. 50¢. (This excellent new edition consists of 264 of the best cheers submitted by high school cheerleader groups from all over the country, plus invaluable material on fund raising, costuming, etc.) Order from Mary Collins, National Sports Co., 384 North Marquette St., Fond du Lac, Wis.

• New Editions of Official Sports Guides for Girls:

1. *Recreational Games and Volleyball Guide (1955-1957)*, 75¢.
2. *Aquatics, Synchronized Swimming, Winter Sports & Outing Activities Guide (1955-1957)*, 75¢.
3. *Selected Softball Articles*, $1.

Order from The National Section for Girls and Women's Sports, 1201 Sixteenth St., N.W., Washington 6, D. C.

• *Refereeing Soccer Around the World.* By Arthur E. Ellis. Pp. 207. Illustrated —photos. New York: A. S. Barnes & Co. $4. (The highly absorbing argosy of the world's most famous soccer referee.)

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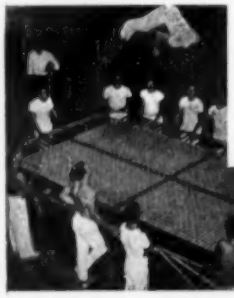

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10 BIG ISSUES

Soccer Skills

(Continued from page 34)

control the ball from this position cannot be wasted. Many goals are scored with the head and many balls can be headed back to the ground and under control.

Beginners should start by having someone toss them the ball, and then head it back to the thrower. The ball should be contacted with the thickest part of the skull—directly over the eyes. Power is derived from the neck and back muscles moving into the ball quickly on contact.

Never nod at the ball so that it is missed with the forehead or missed completely. Always head the ball *down* to a teammate's feet or into the goal. When you head the ball *up*, you cannot control it.

Volleyball played with the head affords excellent practice in heading. Another game-method for developing the skill may be set up by having three players form a 5-yard triangle with another player stationed in the center. The center man heads the ball around the triangle, with the receiver heading it back to him.

Crosses from the wing may be simulated by having players run in on an angle toward the goal, and head in balls thrown from a spot 5 yards out on the field parallel to the goal.

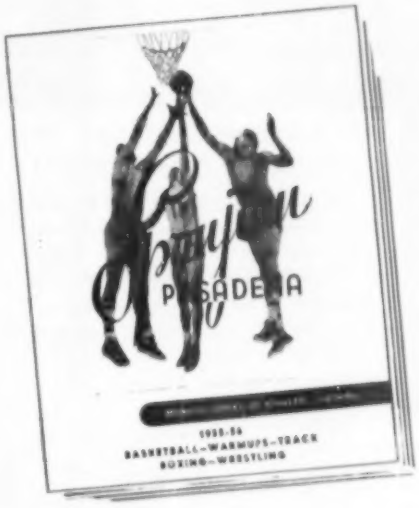
Tackling is the art of approaching a dribbler and taking the ball away from him. First, the tackler shouldn't make the mistake of rushing in too fast and off balance, or he'll become a sucker for the dribbler. Next, he should time his tackle so that he makes his move just as the ball leaves the dribbler's feet.

The best tackle is one in which the inside of the foot is placed (not kicked) low against the ball. The tackler should have a solid foundation with his body in a crouch and leaning forward. If the tackle is executed in this fashion, the dribbler will continue along, but without the ball.

Two feet are sometimes used for a tackle, but it isn't as easy to master. Never leave your feet in making a tackle. It is dangerous to both your opponent (if you slash his legs) and to you (if you miss the tackle).

Though ball-control is a vital phase of the game, it isn't the whole game by any means. Other essential components include:

Speed: It is a distinct advantage to be faster than your opponent. If you haven't got it, you must compensate for it with better timing or



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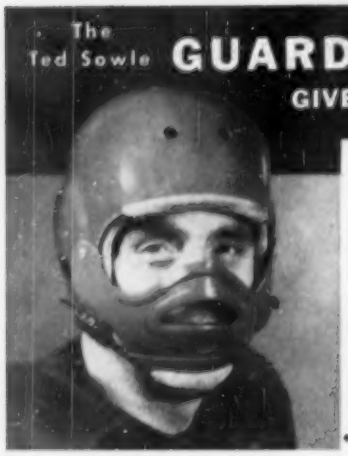

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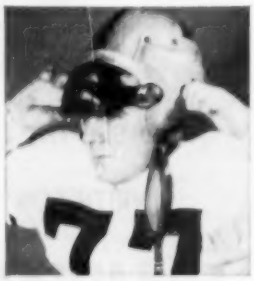

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Endurance: The value of this asset can be readily understood by looking at the size of the field while keeping in mind the length of the game and the few substitutions allowed. Though a lad isn't endowed with speed, he can condition his body to play at top speed for an entire game and thus perhaps equalize the superior speed of an opponent in the latter stages of the game.

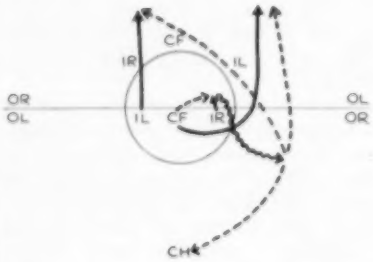
Competitive Spirit: Many teams with superior skill have lost to teams that had nothing more than an intense desire to win. Sports history is filled with upsets by underdogs who refused to concede anything to supposedly superior foes.

Team Play: The very fact that every player has 40 to 50 opportunities to handle the ball during a game attests to the *team* nature of the sport. All-Star teams, more often than not, lose to average elevens, proving that team play is paramount.

Strategy: Lack of ball-control, a common fault in the United States, causes the average spectator to wonder if Soccer is anything but a "kick and run" game. Ball-control is essential to strategy. For example, a coach can spend considerable time on a kick-off play and though the players may easily master the necessary deployments, their failure to either pass accurately or control the pass on its arrival may ruin the perfectly planned strategy.

Very few games are as difficult to master. A player who uses his toe, for example, may make an accurate pass but he'll invariably put too much pace on the ball, preventing the receiver from controlling it. Or the player may pass with accuracy and good pace but become so absorbed in admiring his pass that he'll fail to cut to a new position.

These variables are responsible for the lack of play continuity by inexperienced teams.



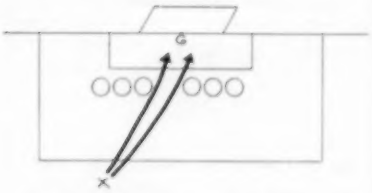
Kick-Off Play: The CF nudges the ball forward diagonally to the IR, cuts in back of him and then moves downfield about 10 yards. The IL also moves downfield about 10 yards, as the IR fades back with the ball. As the opposing players approach,

the IR has three choices, pass through to either the CF or the IL or pass back to the CH.

Defensive Strategy on Kick-Off: The three inside forwards should decide on their plan just prior to the kick-off. A good plan is to have the CF rush in fast as the kick-off is taken, with the two insides moving in a yard then stopping to watch what develops. The opposite plan calls for the two insides to rush the kick-off with the CF holding back.

Play from Throw-In (Kick-In): The OL, IL and CH position themselves as the LH prepares for the throw-in. Just before the throw, the OL cuts toward the IL screening his man (legally) to give his IL an opportunity to break away from his defensive player and cut down the sideline for the throw-in.

Play from Free Kick: On a direct free kick taken from just outside the penalty area, two players can be standing several yards from the ball (players on the kicking team do not have to be 10 yards away) when the whistle for the free kick is blown. The first player fakes kicking the ball and steps over it, partially screening the shot taken by the second player.



Defense against Free Kick: When a free kick is being taken just outside the penalty area, the goalie should line up six of his players 10 yards from the goal so that a gap of about 2 yards is left in the middle of the line. This sharply reduces the angle available to the free kicker.

It's a good idea for the men in this formation to place their hands behind them to lessen the danger of a "hands" call. They should also mark the player each will pick up directly after the kick.

Play from Corner Kick: On a rainy day when the ball is heavy, it's good strategy to short-pass back to a halfback or an inside rather than try to hit a player in front of the goal.

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Long Passing: Short passing is excellent until an area becomes *overloaded*, then it's time for a halfback or an inside to back pass, or cross it to the other side to open up the defense. A wing may also draw a fullback and a wing half out of position, before crossing the ball to the other side on a lead for his incharging brother wing.

Two-Back Game: This is the least popular of the two styles played throughout the world. It means that the CH roams more on offense and puts a greater burden on the two fullbacks. The two fullbacks under this system usually are responsible for the opposing wings, while the wing halves cover the inside forwards and the CH takes the CF. Many switches develop out of this defense when an opposing offensive player breaks away. These switches should be called by the goalie.

Three-Back Game: This calls for the CH being brought back on defense as a sort of stopper, with the two fullbacks pivoting on the CH, depending on where the offensive play develops.

If the play comes down the left wing, the RF moves up and out to make the tackle with the CH moving back diagonally behind him, and the LF swinging into position in back of the CH.

The reverse position is assumed if the play comes down the other wing.

If the play comes down the center, the CH moves out just beyond the penalty area to meet it, as the two fullbacks move in behind him to form a tight defensive triangle. Again in this style, the fullbacks take the opposing wings, the CH takes the CF, and the wing halves take the opposing insides. In the three-back game, the insides have a little more freedom to remain on the attack.

HOW TO IMPROVE YOUR GAME

To improve your game, see as many good teams as you can. Each spring some of the better foreign teams tour the United States. Watch for these exhibition tours and make it a point to take in as many games as possible.

Borrow films in which phases of the game are demonstrated. Several

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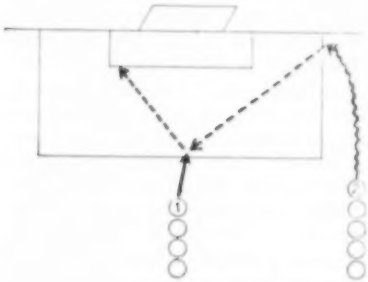
organizations, such as the National Soccer Coaches Association, have film libraries available for a very small fee.

Study and analyze your game, and practice hard to improve your weaknesses. Seek sound advice from experienced coaches or players. Devise game-situation skill drills that a group can use to improve their game.



For example, form two lines, as diagrammed. No. 2 in the dribbling and passing line dribbles down diagonally to the corner of the penalty area and then lays a pass back (on the ground) between the penalty spot and the edge of the penalty area. No. 1 in the shooting line times his approach so that he reaches the pass on the run and shoots immediately.

The two players involved then change lines by going down behind the goal. (This keeps the middle open.) As the *pass* is being made, the next dribbler is starting. Six or eight balls are needed for this drill.

Courtesy and Sportsmanship: There's no place in Soccer for a trouble-maker or a player who insists on playing the man instead of the ball. Those who feel they can call the plays better than the referee should stop playing and become an official, where they'll have an opportunity to prove their point to someone else. Courtesy and sportsmanship can be practiced without any sacrifice of aggressiveness.

However, play your game and save your breath. After the game, win or lose, congratulate your opponent and the referee. Sometimes this is difficult to do, but it will leave you with a good feeling—a feeling better worth remembering than anything boorish that you permit to escape in a moment of anger, spite, or frustration.

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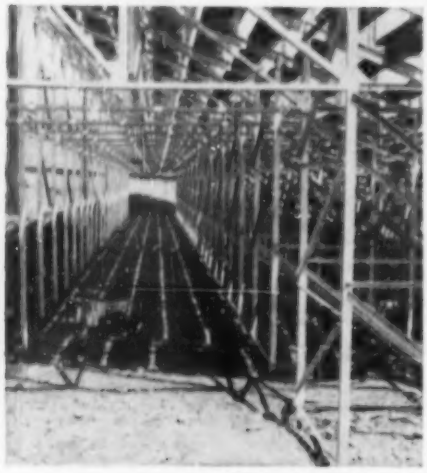

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will allow you to extend your foot without binding at the ankle. Make sure that the toe is shaped close to the ground. Try to select a pair for rugged construction, but also for lightness in weight. Check the cleats for good construction, ones that won't be breaking off.

In trying on the pair of your choice, get a very tight fit. Some players like to try on a new pair without socks. The reason for this stems from the very nature of the game. The shoe takes rugged treatment and as a result stretches considerably.

To make the shoe fit the foot, some experienced players put them on and stand in a pan of warm water for an hour. Others coat their socks or just the foot with a little vaseline and wear the shoes for an hour while exercising lightly.

The only other piece of equipment that calls for care in selection is the shin guards. Don't get them too large. Make sure that they fit snugly against the leg.

Two items need special care—balls and shoes. Don't let the leather get too dry, and don't over inflate the balls. Check the cleats after each game.

Safety Precautions: Always wear Soccer shoes and shin guards during scrimmage. Take good care of early season blisters and muscle pulls. Kicking too hard at the beginning of the season often produces serious strains in the groin.

Protect the ankles with ankle wraps. Several figure 8's around each ankle with 2" canvas wraps or regular elastic bandages give a snug feeling and will prevent many injuries. Don't take too many turns around the ankle to avoid bulkiness. Bad ankles should be taped.

Never kick a ball that's above the hips and never head a ball that's below the hips. Remember, an experienced player senses instinctively when he's beaten and never "follows through."

SUGGESTED READING

1. Official NCAA Soccer Guide.
2. North American Soccer Guide.
3. Articles each fall in *Scholastic Coach*.
4. Soccer News (USSFA).
5. Newsletter (National Soccer Coaches Association).
6. *Feet First Again* by Stanley Matthews.
7. *Soccer*—U. S. Naval Institute.
8. *Soccer Coaching* by Walter Winterbottom.
9. Soccer Theses—Springfield College.
10. *How to Understand Soccer Control* by Victor Rae.

Basic Balancing

(Continued from page 50)

6. Neuromuscular coordination is in intermediate category, due to number of controls necessary in balancing.

7. Skill and muscle requirements are about even.

8. "Attempt confidence" is low due to fear of over-extending neck on an overthrow. This last can be controlled to some extent by teaching roll out when balance is lost, plus use of "spotters" or assistant.

X. Forearm Balance or Tiger Bend.

Learning Procedure:

1. Same start as in number IX and raise head, or

2. Start with head up, forearms down, one leg flexed and other extended.

3. Raise bent leg, followed by other.

4. Let weight shift toward head as arch is assumed.

5. Weight then shifts back to elbows.

6. Arms should assume right angles at elbow. This allows full weight to extend straight down to mats, requiring minimum amount of strength to hold balance. As weight moves over upraised head, performer should allow this shift to pull up upper arm and get 90° angle in elbow area.

Physical and Mental Factors:

1. Relatively broad base of support in triangular fashion.

2. High center of gravity.

3. Gravity line through chest.

4. Lowered equilibrium control due to number 3 factor and lack of head for support.

5. Solid base contact makes maximum friction for control.

6. Neuro-muscular requirements are in advanced grouping requiring maximum balance and muscle.

7. High feeling of instability due to semi-triangular base and high gravity center.

8. Feeling of well-being can be aided by assistance and rollout techniques.

XI. Hand Balance.

Learning Procedure:

1. Place hands on mats shoulder-width apart, fingers pointing straight ahead.

2. Assume a starting position as in track—head up.

3. Place shoulders in front of hands with arms locked. This allows upper body to swing over shoulders as a fulcrum on a teeter board. Thereby, resistance to kickup is negligible.

4. Raise bent leg followed by other.

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5. Shoulders swing back as balance is achieved.
6. Heels are approximately in line with head.
7. Over-balance is corrected by raising head and putting pressure on fingers.
8. Under-balance is most difficult to control, and is checked by bending elbows.
9. Abdominal musculature should be kept taut to prevent lower back-strain.

Physical and Mental Factors:

1. Narrow base.
2. High center of gravity.
3. Gravitational line is between hands and from ankles down through shoulders.
4. Unstable equilibrium.
5. Maximum friction on mats through hands.
6. Considerable apprehension, which can be alleviated by teaching rollout and turnout procedures upon over-balancing.
7. Neuromuscular requirements are quite involved, due to narrow base plus high center of gravity and both coupled with maximum strength required while learning.

It seems to follow that all of the neuromuscular requirements can be achieved in one way, and that is through practice.

THIS is the first of a series of articles by Norman (Dick) Holzaepfel, the coach who has put Iowa on the gymnastics map. When Dick arrived at Iowa in 1948, the sport had been dead for six years. The young coach immediately pumped life into the "corpse," and — like Lazarus — it arose from the dead. In the past four years, the Hawkeye gymnasts have posted 37 dual victories against only 7 defeats; and have produced three national individual champions and six seconds (all on the trampoline) and one second on the horizontal bars. The Hawkeye "Builder" graduated from Sandusky (O.) H. S. in 1937, then entered the U. of Michigan where he was a diver and captain of the gym team. Upon graduation, he stayed on as an assistant gym instructor. He then put in three years in the high school field, leaving to enlist in the Navy. During the war, he put in a tour of duty in gymnastics instruction and physical rehabilitation at five training centers or hospitals. In 1947, he went to Colorado State College as trainer and gymnastics coach. Then came the call from Iowa.

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Changing Plays

(Continued from page 15)

He must also analyze the individual defensive player — does he play head on or on the inside or outside shoulder, etc.

The quarterback must spot these things quickly and shoot his automatic at the weakness in the defense. We've spent a great deal of time with our quarterbacks analyzing each defense and pin-pointing the various weaknesses. This type of schooling has developed our quarterback's ability to make quick decisions on the field.

One of the faults we constantly guard against is the tendency of most quarterbacks to rush their call. Since the linemen must move either in or out, depending on the defense, they must be given enough time to adjust their splits.

What we must guard against is calling the snap signal before the linemen have had time to adjust their splits. This frequently results in the team being penalized for illegal formation.

As you can surmise, the quarterback carries a heavy burden. He must check the defense, check the offensive line, and change the play (if necessary) in 25 seconds. It takes a great deal of work, as well as a good quarterback, to develop the ability to do all these things.

The defense never makes it easy for the quarterback. Many defenses try to confuse the calling of automatics by changing alignments at the line of scrimmage. For example, in the huddle the quarterback might perceive a wide tackle 6 defense. He'll call a play and come up to the line of scrimmage, only to see the defense switch to a 5-4 or 6-3.

The defense will often follow a pattern in its switching tactics. They'll line up in a wide tackle 6, switch to a 5-3, then change back to the wide tackle 6 again.

It's frequently possible to maneuver the opponents into the defense you desire. But that's the complicated way of handling the problem.

A simpler method is to figure out the thinking of the defensive linemen. If they're concentrating on changing from one defense to another, they're probably waiting for a certain offensive call. And in waiting for that call, they're not concentrating enough on a good hard charge.

Therefore, the best thing to do is to discern as soon as possible just when the linemen make their move.

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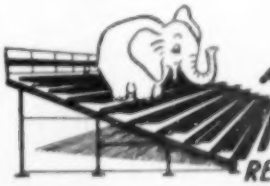

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If it's on your blocking call—that is, on your "live" color or on the actual play call—that's the time to move out and execute the play, thus catching them in the midst of their changing movement. This will discourage the defense from changing during the quarterback's call at the line of scrimmage.

Another problem with automatics concerns the passing attack. We have automatics for almost all running plays on which our backs are in—that is, when no one is flankered and neither end is split.

The problem arises when you flanker a man out wide on a pass pattern. The flankered back will usually be unable to hear the quarterback because of the yelling crowd. And where the quarterback attempts to compete with the crowd by yelling out his signals, he'll usually wind up hoarse.

The Chicago Bears last year used hand signals in calling automatics on pass patterns. They'd have a back flankered on one side and an end split on the other. These players would size up their defensive coverage and then hand-signal the quarterback that they were going to change their path.

The hand signal would inform the quarterback just what they were going to do. It thus wasn't necessary for the qb to change the pass blocking, the count, or the actual play on the line of scrimmage. Thanks to the hand signal, he knew just where to find his receivers when he dropped back to pass.

This method of hand signals solved the noise problem whenever the quarterback found himself some distance from a flankered halfback or a split end. But we realize it may be a little too much for the college or high school team. For this reason, Notre Dame doesn't call any pass patterns in its automatics when a man is flankered.

Since we have only 20 days of spring drills and only a brief preseason practice in the fall, we must be simple, we must be basic, and we must make sure that the entire team (and the qb in particular) knows a few things well before attempting to load them with anything fancy. This often leads to confusion.

In this respect, a word of caution is advisable with regard to automatics. You can confuse both the qb and the rest of the team by loading them with automatics. To minimize the chances for error, keep the number of automatics down to a minimum.

The final point I'd like to touch on with respect to changing plays at the line of scrimmage is the prob-

lem of slanting defenses. A slanting defense is pretty much a scouting problem. The scouts must discern how the slanting is effected and any tip-offs by the linemen.

Many teams will slant (1) to the open side of the field, (2) according to certain flankers, (3) toward the best running backs, or (4) according to the yardage situation.

Once you determine the slant—taking all these things into consideration—you must drill the knowledge into your quarterback. This will help him a great deal in calling his automatics.

You'll frequently have to rely on a straight attack into the slanting defense, just getting the jump on it—getting off to a quick start and possibly catching the defensive men before they can effectively get into their slant.

In summing up my discussion, I'd like to point out that the basic thought in schooling the quarterback is to have a system that's easy to learn, that you don't have to be a genius to master. I think the color system is extremely simple and efficient.

When the player hears a "dead" color, he instantly knows that the play called in the huddle is it. He doesn't worry anymore but just concentrates on the count and his blocking assignment.

When he hears a "live" color, he alerts himself to the play call. He figures out his assignment then again concentrates on the count and a fast take-off.

Our method of calling the plays, numbering of the backs, and designating the holes practically tells the boys out loud what the play is supposed to do and more or less leads them by the hand to the hole. A system like this, we feel, eliminates a lot of mistakes and obviates any difficulty in remembering the plays and knowing the right play when it is called.

The other essential in the schooling of the quarterback involves a knowledge of defenses — determining the weaknesses of the defense, discerning whether a man is on the inside or outside shoulder or head up, recognizing the slanting or any other change of the defense, calling the plays as quickly as possible and yet not rushing the linemen in their split adjustments.

The big thing is to spend a lot of time with the qb, starting with a few simple automatics and then adding a few each day or each week as the qb progresses, until finally he'll have enough plays to hit almost any hole effectively with a straight quick play or trap or maybe a slightly delayed play.

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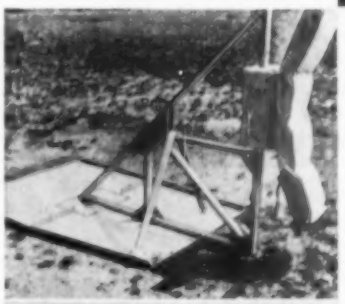

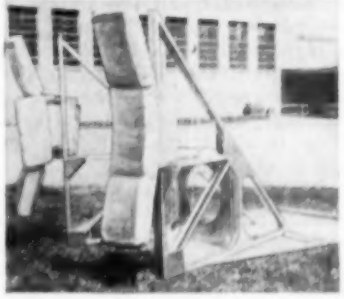

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Oklahoma Split T

(Continued from page 7)

kept on the ground on a line just inside the back foot. In short, if the right foot is dropped back, the right hand is on the ground. If the left foot is dropped back, the left hand is down.

The position of the free hand and arm is important. The front part of the forearm rests on the inside of the front thigh just above the knee. The hand rests loosely inside of and slightly below the knee. If the hands are positioned correctly, the shoulders will take the right position—square to the line of scrimmage.

CENTER. The center, if right-handed, sets up with his left foot to the rear—the toe being on line with the instep of the right foot. The rest of his stance is the same as that of the other linemen. He grasps the ball with either one or two hands, gripping it far enough toward the front so that his thumb comes across the top and his fingertips across the far axis, with the laces in his palm.

Unlike most centers, our pivotman is taught to place a lot of weight on the ball. This forces him to take a step *forward* as he passes, enabling him to charge *forward quickly*—which is what we want.

QUARTERBACK. Our quarterback crowds the center as much as possible. He keeps his head up, looking straight ahead, and his feet parallel and spread about the width of his shoulders. He bends his knees as much as is necessary to get his hands well up in the center's crotch. The heels of his hands are kept together, with the fingers spread and pointing toward the ground.

HALFBACKS assume a sprinter's stance. One foot is dropped back beyond the heel of the other, with the feet only 6" to 8" apart. If the right foot is dropped back, the right hand is placed on the ground, and vice versa.

The "down" hand is placed on the ground on a line just inside the rear foot. Nearly all the weight is thrown forward onto this hand. The tail is carried high—about a foot higher than the shoulders. The shoulders are square to the line of scrimmage, and the head and eyes are up. In short, the halfbacks are ready to explode *forward*.

FULLBACK. Since the fullback is the only man on the team who usually moves *laterally* rather than forward, his stance differs from the others. He assumes an *upright*

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stance, with his toes on the same line and his feet spread about the width of his shoulders. His soles are flat on the ground with all the weight over the balls of the feet.

His hands are kept on his thighs, just above the knees, with elbows locked. The shoulders are kept square to the line of scrimmage and the head and eyes are up, as always.

BALL-HANDLING. The center always feels the quarterback's hands on his rear and whips the ball up as fast and as hard as possible. He places the point of the ball into the heel of the quarterback's hands, so that the laces fit down the middle of the quarterback's right hand. This enables the latter to secure an immediate passing grip, allowing him to throw a quick lateral or forward pass.

FIRST STEP: As the center charges, the quarterback's hands follow him and the quarterback *takes a step up and out* in the direction of the coming hand-off. This enables the qb to hand off quickly *at the line of scrimmage*. As he takes his first step up and out, he concentrates on the far side of the halfback's mid-section. That's where he'll place the ball.

The qb's second step is as long as possible. At its completion, the qb should be able to place the ball on his target (far side of halfback's mid-section). He must *reach* for this exchange, extending his arm fully.

HOLDING BALL: While taking his first two steps, the qb carries the ball at about the same height that it was received. He starts extending the ball during his second step. The ball is "given" with one hand as close to the line as possible.

The qb then takes two more steps along the line, looks at his opposite halfback, fakes a lateral to him, then turns up the field. He never looks at the man he's giving the ball to.

THE RECEIVER: The halfback starts straight forward as fast as possible and continues straight ahead until he feels the ball placed on his side. He drives with short choppy steps so that he can change direction quickly *after* getting the ball. He must learn to take the ball *without looking at it*. This will permit him to change his course the moment he gains possession.

As he reaches the hand-off area, he raises his inside elbow so that the arm is parallel with the ground and the forearm is bent 90° at the elbow. The outside arm is carried just in front of the outside hip with the hand turned in slightly. The fingers are spread and curved naturally.

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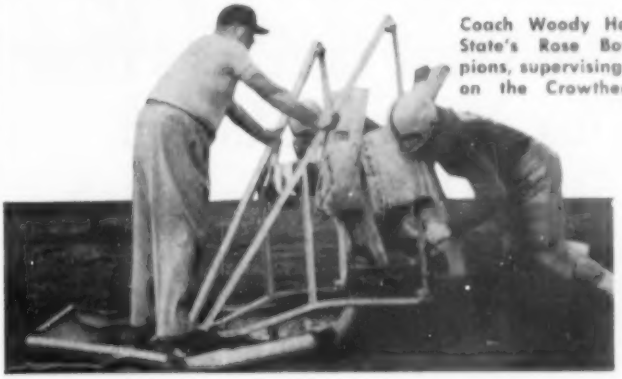

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OPTION PLAY. This play is the trademark of the Split T offense. On it the quarterback is definitely a ball-carrier—which he rarely is in the standard T formation.

The quarterback option actually is two plays bound up in one. The quarterback takes the ball from center and runs along the line of scrimmage until he reaches the defensive end. He then either keeps the ball and runs with it, or laterals it out to a halfback.

The quarterback *concentrates on the defensive end* from the moment the ball is snapped. He gets the ball from center in the normal way and moves straight down the line of scrimmage, as though going to hand off to the halfback. *He doesn't bother with faking*—this responsibility lies entirely with the half back.

The quarterback simply focuses on the defensive end. He holds the ball in both hands, carrying it at the height most natural to him and swinging it from side to side.

KEEP: If the end "floats," the quarterback fakes a lateral, planting his right foot. He then drives off this foot and moves straight up the field.

LATERAL: If the defensive end "crashes," the quarterback laterals a high, lazy pass back to the halfback coming around. This pass is thrown "blind," without looking back. It is delivered with a simple flip of the wrists, end-over-end, with little or no arm movement.

If the end drives into him hard, the qb should drop his left shoulder and turn it to the inside, so that he well bounce off the opponent. If the end does not hit him, the qb should continue downfield as a blocker.

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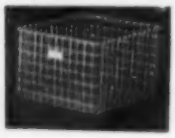

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How many _____

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NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

No coupon honored unless position is stated *September, 1955*

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